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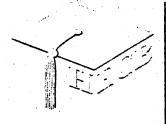
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GENDER EQUITY IN HIGHER EDUCATION: 1994

WASHINGTON STATE HIGHER EDUCATION COORDINATING BOARD

APRIL 1995



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GENDER EQUITY IN HIGHER EDUCATION: 1994

April 1995

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GENDER EQUITY IN HIGHER EDUCATION: 1994

FEDERAL LEGISLATION

"With women students comprising over half of our student population in higher education, consideration of their specific needs and provision of equitable opportunities within the education spectrum becomes an important concern." (Atwell, p. iii, 1987)

Title IX of the Education Amendments of 1972 states that discrimination based on gender will not be tolerated at institutions receiving federal funding. It was included due to the perceived lack of equity in a variety of areas of education, but has focused most publicly on intercollegiate athletics.

The policy interpretation of Title IX uses a "three-prong test" to determine whether discrimination exists, mainly within intercollegiate athletics. First, the test looks at participation and enrollment rates to determine if women are "substantially proportionate." Title IX does not give a statistical definition of that term. The second prong looks at recent expansion of programs that are preferred by the underrepresented gender as evidence of a good faith effort. The third prong asks "whether it can be demonstrated that the interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the present program." (National Women's Law Center, pp. 17-18, 1994)

Gender equity in higher education became a greater concern to institutions and the state as litigation supported by Title IX increased over the years. The court decision in *Blair v. Washington State University (1987)*, agreed that discrimination against female athletes and coaches of women's teams existed, that football could not be excluded from participation and funding analyses for intercollegiate athletics, and that intercollegiate athletics programs were to adhere to the State Equal Rights Amendment.

Recent attention has focused on the petition by male swimmers from the University of Illinois, who filed a reverse discrimination lawsuit when their swim team was cut due to budget constraints. In *Kelley v. Board of Trustees of the University of Illinois (C.D. Ill., 1993)*, the Court rejected the reverse discrimination claim, stating that the men's participation opportunities were substantially greater than their proportion of the undergraduate enrollment, and that the institution had acted in compliance with Title IX. The Court noted that Title IX was intended to eliminate historical discrimination against women in academics and athletics (National Women's Law Center, 1994).

However, it should be noted that advocates for men's athletic teams are currently lobbying Congress to review Title IX, claiming that it is biased in favor of women athletes since balance has sometimes resulted in cuts to men's programs. Some Washington State institutions have, in fact, made some modest reductions in men's athletic teams to meet the intent of Washington's legislation. Statewide, among the five baccalaureate institutions that were not already equitable prior to 1990, the overall number of women athletes has increased 77%, while the number of men athletes has decreased 6%.

WASHINGTON LEGISLATION AND BACKGROUND

The 1989 Washington State Legislature passed three pieces of legislation on gender equity in higher education. HB 2016 required the Higher Education Coordinating Board (HECB) and the Office of Superintendent of Public Instruction (OSPI) to sponsor a gender equity conference for the benefit of persons involved in intercollegiate and interscholastic athletic programs. A successful conference in 1990 was the first women's athletic meeting in the state to include both K-12 and higher education and to attract athletic directors, coaches, and athletes from all levels.

HB 2020 allowed the six four-year institutions to waive up to 1% of their tuition and fees to assist in achieving and maintaining gender equity in intercollegiate athletics. For this limited purpose, equity was defined as reaching, by July 1, 1994, the rate at which girls participate in athletics in the state's high schools. The legislation also required the HECB to evaluate the effectiveness of this tuition waiver program in achieving gender equity in athletics and recommend to the Legislature whether it should continue.

HB 1430 directed the public baccalaureate institutions and the community colleges to evaluate their own gender equity status in areas including, but not limited to, enrollment, financial aid awards, pay rates of student employees, health coverage, facilities, intercollegiate athletics, and counseling services. It also required the HECB to report each biennium on the institutional self-studies and plans and on the progress made toward achieving equity. Finally, it allowed the HECB to delegate to the State Board for Community and Technical Colleges (SBCTC) responsibility for compiling and analyzing gender equity information for the community college system, which the HECB subsequently did.

The HECB established by rule that the participation rate for women in intercollegiate athletics to be achieved by July 1, 1994 would be 39%. That rate was the 1989-90 rate of girls' participation in athletics at the high school level, and was adopted in order to provide a fixed target toward which the institutions could aim.

The 1990 report, Gender Equity in Higher Education: Report on Self-Studies and Plans, provided guidelines and a status report on gender equity in academics, student services, and athletics. It also included institutional plans to achieve equity in areas needing attention. This report also defined how underrepresentation in academic programs was to be measured: if the representation of a gender was 20 percentage points below its proportion of student enrollment at the institution, it was determined to be "substantially underrepresented."

The 1992 Gender Equity Progress Report (1993), provided an update on the status of gender equity in the six four-year public institutions and the community colleges. The

institutions were asked to evaluate measures undertaken to date to address discrepancies identified in 1990, to identify any new gender equity issues, and to specify additional activities to be undertaken in the next two years that would address remaining gender equity issues.

OVERVIEW OF CURRENT REPORT

This document reports on compliance and describes measures undertaken to meet the requirements of the statute. The report also evaluates institutions' success in meeting the goal of a 39% participation rate for women in athletics. Staff recommends that tuition waiver authority should continue and identifies new, continuing or emerging issues. As in previous reports, information about the community colleges has been provided and analyzed by the State Board for Community and Technical Colleges.

STAFF ANALYSIS OF ATHLETIC ISSUES

As required by law, Gender Equity in Higher Education: 1994 must address two major questions in athletics. First, did the institutions meet the rate (39%) at which high school women participated in interscholastic athletics? Second, should tuition waiver authority continue? Appendix A provides summary information that compares the use of tuition waivers by institution over the last four years and compares athletic participation and financial aid across the public baccalaureate institutions for 1988 and 1994.

Meeting the 39% Goal

The 39% goal was established as a temporary, regulatory measure and was based on the participation rate of female high school athletes in 1988-89. Table 1 shows that five of the six baccalaureate institutions met the 39% goal. CWU describes methods for accomplishing the 39% goal by the end of the 1994-1995 academic year in their report.

Table 1: Comparison of Participation Rate of Women Athletes by Institution by Evaluation Years

Trement y mondation by Evaluation round				
FOUR-YEAR INSTITUTIONS	WOMEN ATHLETES 1988-89	WOMEN ATHLETES 1993-94		
CWU	29%	34.3%		
EWU	24%	38.8%		
TESC	49%	52%		
UW	33%	42%		
wsu	31%	51%		
wwu	32%	46%		

It is less clear, however, what new goal should be set. It would be appropriate to suggest that institutions strive to attain a participation rate of women athletes that corresponds to the institution's enrollment of undergraduate women students. However, whether additional interim goals should be established is another consideration. The University of Washington and Washington State University, both PAC-10 institutions within the NCAA, are less dependent on the state's production of high school athletes. EWU is a member of the Big Sky Division I Conference and relies on both in and out of state athletes, however, the majority of their athletes are from Washington State. Western Washington University and The Evergreen State College are smaller institutions, more dependent on in-state athletes, and both have among the highest proportions of women athletes. In all, three of the six have surpassed the current (1993-94) Washington State high school girls' participation rate of 43%.

Continuing Tuition Waiver Authority

The tuition waiver authority was designed as a tool to assist institutions in achieving the athletic participation standard required by statute. It provided additional subsidies to women athletes, who had historically received much less athletic scholarship assistance. It also provided funds for coaches' salaries, travel, equipment, etc., by replacing athletic scholarships for both women and men that had previously been funded by donations and other community fund-raising efforts.

Four of the six institutions provided input on the effectiveness of tuition waivers in reaching compliance. All four believe that the athletic tuition waivers have been critical in moving toward gender equity in athletics and have significantly increased scholarship support while staying within NCAA standards. The tuition waivers were identified as an important financial foundation that supported changes in athletic programs. It is clear that the tuition waiver program has been and continues to be a useful tool in helping institutions meet or make substantial progress toward the goal.

Tying Academic Success to Tuition Waivers

At the current time, staff note that justification for tuition waiver authority has been connected solely to whether it helped increase the number and percentage of women athletes. However, Federal Right-to-Know Legislation has focused attention on the academic success of student athletes, and it would be useful to understand how athletics affects academic success. In other words, staff believe that continuing tuition waiver authority may also be justified by helping some women athletes continue their education and graduate in a timely fashion.

Helping the "Pipeline" Develop Women Athletes and Coaches

Two four-year institutions stated that greater emphasis on athletic programs for girls in middle and high school would add to the quality of athletic programs for women across the state. There is a similar need to develop and recruit female coaches. One institution suggested that a graduate assistant program would encourage women to enter coaching and would enhance the quality of athletic programs for women. This is an important "pipeline" issue which the four-year institutions can help address by providing assistance to athletic programs for young girls. Several institutions already offer summer programs for young athletes and it may be possible for institutions to develop similar short, intensive training and development institutes for young women who want to coach. This may be an area of activity that is worth exploring among institutions and which would benefit from a collaborative approach.

STAFF ANALYSIS OF ACADEMIC AND STUDENT SERVICES ISSUES

Staff identified three additional issues of continuing concern which appeared in more than one institutional report: child care, gender underrepresentation in certain academic programs, and possible high concentrations of one gender in some occupations in student employment.

Providing Child Care

All six institutions provide day care partially supported by student activities fees, and one institution has conducted a study to assess unmet need for child care. All institutions describe child care as a challenge, stating that there appears to be more need than can be met with current resources. This may be another area which could benefit from institutions' sharing ideas and approaches and preparing recommendations for alternative solutions.

Understanding How to Change Gender-based Academic Choices

Gender underrepresentation in academic programs also presents a challenge. Although every institution has implemented a number of activities intended to bring greater gender balance in academic programs -- including mentor programs, showing women in non-traditional careers, training programs for university representatives -- all have found it difficult to make large gains in achieving gender balance. Cultural and societal mores appear to be more influential in affecting choice of study than university actions. However, it is clear that some programs do make a difference and it would be useful to understand which activities are most helpful. This is another area that would benefit from joint action of the four-year institutions, which would include reviewing activities and assessing their value for changing gender representation in academic programs.

Assessing Gender Concentrations in Student Employment

In the original 1990 plan, several institutions identified an inequity in average wages by gender for students employed by the university. The data in the following report indicate that this disparity has been corrected. However, an emerging issue for the current report that had not been raised earlier is whether women and men students are employed in different types of jobs. This may be of concern because prior occupational experience influences what kind of occupations may most readily be open to the student after graduation. In the future, institutions may want to devise ways to be sensitive to this issue.

COMMUNITY COLLEGES

The State Board for Community and Technical Colleges compiled information about the 27 community colleges, compared and analyzed that information against the information collected for the 1990 report, and provided the following findings.

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Academic Programs

The community college system has made significant efforts in increasing the awareness and enrollment of women in non-traditional occupational fields. Many colleges have hired female faculty in traditionally male-dominated fields, published brochures showing females working in non-traditional fields and created mentor programs with role models to help increase opportunities for success within non-traditional programs.

Child Care

Twenty-three colleges offer on-campus child care facilities and have increased the level of service provided to students since the 1990 report.

Facilities

Twenty-two colleges have constructed new, upgraded or remodeled restroom/locker/shower facilities. Several colleges reported providing changing tables in the restrooms as well as creating unisex restroom facilities on their campuses.

Athletics

Since the 1990 report, 13 colleges have hired female coaches or assistants and eight colleges have added additional female athletic programs. As of 1993-94, eight colleges had not yet reached the 39% participation goal.

Changes not Identified as Problems in 1990 or 1992

Colleges report extensive collaboration and outreach efforts designed to address gender equity issues with local businesses, high schools, middle schools and communities, and focusing on both pre-college teenagers and older women returning to college.

Mechanisms for Addressing New and Emerging Gender Equity Problems

Many colleges have created gender equity advisory committees and conduct annual surveys of staff and students to keep abreast of these issues. Colleges also rely on college personnel and the Association of Students to address gender equity issues.

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RECOMMENDATIONS

Baccalaureate Institutions

All but one four-year institution met the 39% participation rate goal for women athletes. CWU is the only institution that did not meet the goal, and institutional representatives are confident that the goal will be met by the close of the 1994-95 academic year.

1. CWU should report to the HECB its participation rate of women athletes at the close of the 1994-95 academic year.

While staff do not believe that a new interim goal should be set at this time, institutions should continue to strive toward a participation rate of women athletes that corresponds to the institution's enrollment of undergraduate women students. Given the majority of institutions' success in exceeding the 39% goal, each institution should maintain its current participation rate and continue to make progress toward an athletic participation rate that is equivalent to the institution's enrollment rate for men and women.

- 2. All institutions should:
 - maintain the gains in the participation and support of women athletes;
 - make additional progress toward the goal of proportional participation; and
 - recommend appropriate interim goals for the institution in its next biennial report, if necessary.

Tuition waiver authority helped all institutions to meet or make progress toward the 39% goal. As a tool, it served its purpose well and will be a critical component in helping institutions maintain gains and strive to make further progress in meeting new goals.

3. The Legislature should maintain tuition waiver authority for gender equity in athletics.

Information on time-to-degree and graduation rates for women athletes could help evaluate whether participation impacts athletes' time-to-degree and graduation rates and may connect tuition waivers with academic success.

4. Institutions should provide time-to-degree and graduation rates on women athletes and women students overall in the next biennial report.

Institutions have identified a number of activities they currently pursue to help increase the "pipeline" of women athletes and coaches. This activity would benefit from collaborative planning and a range of solutions.

5. Institutions should collaborate on finding solutions to increase the "pipeline" of women athletes and coaches and include recommendations in the next biennial report.

Child care remains a challenge at several institutions. Unmet need exists at several campuses and institutions may benefit from sharing approaches and working jointly on developing a range of solutions.

6. Institutions should collaborate on an evaluation of current activities for providing child care and recommend solutions for meeting current and projected unmet child care needs in the next biennial report.

All of the four-year institutions find it difficult to change gender underrepresentation in some undergraduate and graduate programs due to social and cultural influences outside the control of the university. This is another area which may benefit from institutions working jointly and sharing information on what works and what does not.

7. Institutions should collaborate on a review of current activities intended to increase the balance of gender representation in academic programs and recommend joint actions and/or best practices in the next biennial report.

Community and Technical College System

The State Board for Community and Technical Colleges has evaluated the reports of each community college and provided recommendations for future activities on their part. As in the case of the baccalaureate institutions, the recommendations focus, for the most part, on the areas of student choice of programs, athletic opportunities, and child care needs. Upon HECB approval of this report and its recommendations, the community colleges will be committed to do the following prior to the next gender equity report:

1. Identify occupations that provide for a living wage, seek to increase enrollments in those program areas and continue to provide opportunities for females to explore non-traditional occupations.

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- 2. Identify outreach and partnership efforts with businesses and community organizations that provide work-based learning opportunities for females.
- 3. Report participation rate of female athletes at the close of the 1995-96 academic year and recommend ways to maintain and increase participation of female athletes.
- 4. Recommend solutions for meeting the increased demand for child care services.

CENTRAL WASHINGTON UNIVERSITY ABSTRACT ON EQUITY PROGRESS

Enrollment: Comparison of Two Evaluation Years

a and sky of the second	1988-89	1993-94
STUDENT POPULATION:	7,096	8,423
WOMEN UNDERGRADUATES	52.4%	50.5%
MEN UNDERGRADUATES	47.6%	49.5%
WOMEN GRAD. STUDENTS	65%	58%
MEN GRAD. STUDENTS	35%	42%

Athletics: Comparison of Two Evaluation Years

	1988-89	1993-94
ATHLETICS:		
WOMEN ATHLETES	29%	34.3%
MEN ATHLETES	71%	65.7%
COACHES	16 MEN; 1 WOMAN	16 MEN; 3 WOMEN 1 GRAD ASSISTANT
WOMEN'S TEAMS	5 MEN	4 MEN; 1 WOMAN
JOINTLY COACHED	3 MEN; 1 WOMAN	2 MEN; 2 WOMEN 1 GRAD ASSISTANT
MEN'S TEAMS	12 MEN	10 MEN
ATHLETIC FINANCIAL AID:		
WOMEN ATHLETES	11.6%	70%
MEN ATHLETES	88.4%	30%

Central Washington University

INTRODUCTION

In 1990 and 1992, Central Washington University identified three areas for improvement:

- > Student employment;
- > Gender representation within academic programs; and
- > Participation rates of women in athletics.

In 1992, the following areas were reported as needing further work:

- > Sexual misconduct;
- > Child care:
- > Facilities; and
- > Campus climate.

STUDENT EMPLOYMENT

CWU found a disparity in average wages for women and men students in 1990. The mean wage for men and women was \$5.18 and \$5.03 per hour, respectively. In 1992, CWU identified two initiatives to address this issue.

The first initiative was to revise the Regular Student Employment Form to include job titles. Previously, pay rate could not be tied to job function for student employment. The college generated a list of common job descriptions and titles to help student employers determine appropriate job titles. Information on pay disparities was also distributed to oncampus student employers with a "reminder that students must be paid equitably regardless of gender."

The second initiative involved a review of job titles to determine if differences in wages persisted. "The most recent analysis reveals that the wage gap has closed. Women now average \$5.70 per hour while men average \$5.62." Another pay study will be conducted in spring of 1995. Presently, the university states there is no need for further investigation as the salary disparities appear to have been corrected.

Table 2 is a salary scale compared by evaluation years by gender as provided by the Student Employment Office at CWU. The data provided in the 1990 Report was

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imperfect. Several factors led to students being counted twice and sometimes three times, so it looks like more jobs were available in 1990, when they were not. This table shows that the majority of student jobs are taken by women.

Table	2: C	Compariso	n of Wa	ges by	Gender by	y Evaluation	Years

· · · · · · · · · · · · · · · · · · ·	MEN 1988-89	MEN 1993-94	WOMEN 1988-89	WOMEN 1993-94
\$5.00/HR OR LESS	775 (73%)	220 (48%)	964 (84%)	295 (52%)
OVER \$5.00 /HR	285 (27%)	238 (52%)	188 (16%)	270 (48%)
TOTAL	1,060 (100%)	458 (100%)	1,152 (100%)	565 (100%)

Although the percentage of women students working at less than \$5 an hour has declined over the four years, more women than men are working while going to school. This information does not provide a picture of the types of jobs and their gender composition available at CWU.

ACADEMIC PROGRAMS

Introduction

CWU acknowledges that many of its graduate and undergraduate programs lack gender balance. Students continue to make stereotypical "traditional" choices, despite the fact that a wide array of majors is available to members of both sexes.

Undergraduate

CWU offers 71 undergraduate majors to all students. Of these, women are underrepresented in 28 majors and men are underrepresented in 22 majors. As noted by CWU, progress has been made in increasing the percentage of women in seven majors; Biology, Construction Management, Flight Technology, Mathematics, Music, Music Education, and Political Science. Since 1988-89, underrepresentation for men has been identified in the following majors: French, German, Gerontology, and Sociology. The following table illustrates changes from the 1990 plan.

Table 3: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at CWU

MAJORS:	1988-89	1993-94
Computer Science	22%	9.68%
Construction Mgmt. Technology	4%	5.32%
Economics	27%	7.14%
Electrical Engineering	* 14 % ** 14 %	2.63%
Flight Technology	. 8%	13.33%
Geography	40%	21.84%
Geology		32.14%
History	23%	20.43%
Industrial Technology	0%	5%
Loss Control Management	20%	10.34%
Mass Communication	42.5%	31.58%

		•
MAJORS:	1988-89	1993-94
Mechanical	28%	4.35%
Music	26%	34.38%
Music Education	26%	34.38%
Paramedics	• ••• :	25.93%
Percussion Performance		20%
Physical Ed	51.38%	40.68%
Physics	21%	14.81%
Political Science	32%	36.51%
Social Science	33.3%	41.67%
Speech Communication	55.5%	25%
String Performance	· · · · · · · · · · · · · · · · · · ·	28.57%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of women since 1988-89.

Table 4: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at CWU

MAJORS:	1988-89	1993
Administrative Office	16%	31.68%
Business Education	33%	48.28%
Community Health Ed.	24%	23.26%
Early Childhood Ed.	3%	8.64%
Elementary Education	14%	19.79%
Fashion Merchandising	13%	**************************************
Food Science & Nutrition	11%	9.46%
French	50%	30.77%
German	O	33.3%

MAJORS:	1988-89	1993-94
Home Economics	12%	5.56%
Individual Studies	50%	33.33%
Keyboard Performance		33.33%
Language Arts	44 g	25%
Psychology	33%	33.71%
Social Services	27%	20%
Sociology	37.4%	34%
Special Education	17%	19.18%
Vocal Performance		20%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of men since 1988-89.

Several majors with fewer than ten students have only students of one gender. Only women enrolled in Bilingual Education and Marketing Education. Only men enrolled in Earth Science, Fine Arts, Military Science and Religious Studies.

Graduate

CWU offers 33 graduate programs with 17 options. Many of the programs showed some level of gender discrepancy.

Table 5: Underrepresentation of **Women** Graduate Majors by Two Evaluation Years at CWU

GRADUATE MAJORS:	1988-89 龍	1993-94
Administration	40%	36.36%
Art War and The State of the St	60%	36.36%
Business Administration		25%
Business Education	100%	40%
Fine Arts	60%	33.33%
History	16.6%	33.33%
Individual Studies	**** · · · · · · · · · · · · · · · · ·	25%
Mathematics	50%	33.33%
Resource Management	27%	41.18%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of women since 1988-89.

Table 6: Underrepresentation of **Men** Graduate Majors by Two Evaluation Years at CWU

GRADUATE MAJORS:	1988-89	1993-94
Counseling Psychology	26%	25.81%
English, TESL /TEFL	0 at	33.33%
Home Economics & Family Studies	· · · · · · · · · · · · · · · · · · ·	14.29%
Master Teacher	32%	26.32%
Psychology	33%	16.67%
Reading Specialist	9%	13.33%
School Psychology	23%	15.38%
Special Education	0	12.5%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of men since 1988-89.

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Central Washington University continues to work in this area through a variety of mechanisms:

- Ensuring balanced representation in all university promotional materials;
- Including articles on women's successes in non-traditional fields in university publications and news releases;
- Developing a mentoring program for minority women students through the Women's Center; and
- Hiring more women faculty in areas where they have been historically underrepresented (Biology, Mathematics, Computer Science, Geology and Geography departments have recently hired tenure-track women faculty).

OTHER TARGETED AREAS

Sexual Misconduct Policy

The Vice President for Student Affairs appointed a task force to draft a Sexual Misconduct Policy for the university. "The policy condemns acts of sexual misconduct; provides definitions of misconduct; outlines the rights of the accuser and the accused when allegations are made; identifies resources on and off campus; and notes the importance of effective education and training."

Child Care

CWU administers the university day care center through Student Activities. The day care's building, playground and utilities are provided through an agreement with University Housing. The day care center operates Monday through Friday, 8:00 am to 5:00 pm and follows the academic calendar. Half of the day care center's operating budget comes from student and activities fees, while the other half comes from participating student parents. The day care center is licensed to care for 32 children between the ages of two and eight. No infant care or ill care is available.

Approximately 50 to 60 children per quarter are served by the university's day care center. Both two-parent and single-parent families are served; single parents are predominantly women students. Children of enrolled students receive priority for day care service. The Director of Student Activities estimates that between 50 to 60 children are turned away due to facility and budget constraints. Another 40 to 50 children under the age of two are not served by the center. A Day Care Task Force will conduct a survey of child care needs and examine the feasibility of providing day care for infants.

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Facilities

Since 1990, capital improvements have been made in restroom facilities in several buildings. Restroom facilities for women in both Barge and Shaw/Smyser have been corrected to reach parity. Overall, CWU has increased toilet facilities for women by 2% since 1990.

The remaining disparity in restroom facilities will be addressed as major capital improvement projects are completed. Pre-designs have been approved for changes to Black Hall and for the new science building. The third phase has yet to be approved which will address remodeling physical education facilities in Nicholson Pavilion.

Campus Climate

A Campus Climate Task Force was formed by the President, Provost and Vice-Presidents last year. The 13-member task force is comprised of campus administrators, faculty, staff and students and is co-chaired by the Dean of the College of Letters, Arts and Sciences and the Director of the Women's Resource Center. The task force will assess "campus climate as it relates to gender, ethnic and racial diversity and lifestyle."

The task force will 1) sponsor a campus-wide conference to address issues of climate, gender, diversity and community; 2) develop "an agenda for change" that will be incorporated into the university's strategic plan; and 3) create "a strategy for programming, discussion and planning which will ensure that this initiative is an integral part of Central's future."

INTERCOLLEGIATE ATHLETICS

The 1990 Plan set a participation rate of 39% for women athletes by 1994. (The 39% goal represents the rate of high school girls participating in sports in 1989-90.)

CWU is the only institution that did not meet the 39% goal. CWU achieved a 34% participation rate of women athletes during 1993-94. CWU discontinued men's and women's tennis as well as men's golf and junior varsity basketball. Also some of the men's sports decreased in squad size, while others increased. The number of male athletes overall decreased by four.

A women's varsity team in fastpitch softball was added, as well as a junior varsity team in volleyball. In addition, women's participation in swimming and track was expanded, increasing the number of women athletes by 33 from 1990. With the addition of a junior

varsity fastpitch softball team this year, the athletic department anticipates reaching the 39% goal by the end of 1994-95.

CWU increased financial aid for women athletes by \$92,129 since 1990. The majority (70%) of tuition waivers have been used for women athletes. When tuition waivers were used in the men's programs, "the amount used was transferred from the particular men's sport into the general budget used to support women's teams." The following table profiles men's and women's teams at CWU.

Table 7: Comparison of Two Academic Years by Participation and Allocation of Financial Aid--Central Washington University

SPORT	AT	MALE MALE ATHLETES ATHLETES 1988-89 1993-94		ATH	FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1993-94	
:: i	#	\$ AID	#	\$ AID	#	\$ AID	#	\$ AID
Athletic Training		3: • 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1	6	-0-			6	657
Baseball	44	1,000	31	1,200		:: A		
Basketball	22	8,080	25	22,246	24	1,030	11	13,860
Cross Country	8	- 0-	7	75 0	8	-0-	11	10,710
Football	92	8,992	96	9,532	in and			10 10 M (F) 10 10 10 10 10 10 10 10 10 10 10 10 10
Golf	8	-0-	Dropped		1	" -0 -		
Soccer	25	-0-	24	500	23	-0-	24	13,860
Softball		ar ·	:	111 111 - 1	i ii ii ii a a	#	15	13,860
Swimming & Diving	33	-0-	32	1,400	19	-0-	26	13,860
Tennis	9	-0-	Dropped		10	-0-	Dropped	i 10,710 unused
Track & Field	36	1 85	42	2,999	21	1,368	31	13,860
Volleyball		::	\$} **	**************************************	14	-0-	29	13,860
Wrestling	20	-0-	30	1,900				
TOTAL	297	18,257	293	40,527	120	2,398	153	94,527

Note:

= Number of participants

\$ Aid = Total financial aid allocated to members of team

In summary, participation rate of women athletes increased from 29% to 34%. The participation rate of men athletes decreased from 71% to 65%. The actual number of male athletes decreased by four, while athletic financial aid for men more than doubled.

Direct and Indirect Costs

CWU reported direct costs for staffing, services, team travel, other travel, equipment and other expenses. Men's basketball is the only reported sport to consume other expenses, which was not specified. Men comprised 65% of CWU's athletes and they received 72% of the direct funding, women comprised 34% of CWU's athletes and received 28% of the direct funding. CWU did not provide information on indirect costs for the athletic department.

Table 8: Direct Costs of 1993-94 Women's Sports
Central Washington University

	endajna kalintaj en lijere remerije – en maar na vapago		da wasing			egy taas danka sanaan ta sanaan ta'u kali ka ja sanaan 1991 ti ya shaat kali shikayan ka ja sanaan ka kali san
WOMEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT
Athletic Training *	. 6	13,053	4,488	\$25	418	164
Basketball	11	5,355	808	6,219	e de la companya de l	. 886
Cross Country *	11	3,090	125	2,763		1
Soccer	24	4,000	11	378	2,873	11 → ^日 11 → 18
Fastpitch Softball	15	5,355	1,528	5,714	101	590
Swimming & Diving *	26	6,413	932	4,282	: :	
Track & Field *	31	10,020	1,863	3,746		1,242
Volleyball	29	13,620	769	5,569	B B 38 B B	629
TOTAL	153	60,906	10,513	28,671	3,392	3,511 # 8 ³

^{*} CWU reported direct costs for this sport as a single figure for both women's and men's teams. Costs have been divided equally so that the total staffing costs more accurately reflect funds allocated to women's sports.

Table 9: Direct Costs of 1993-94 Men's Sports Central Washington University

Certual Washington Onliversity							
MEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER
Athletic Training *	6	13,053	4,488	•	418	164	
Baseball	31	3,500	499	7,712	250	1,500	
Basketball	25	31,700	647	20,655			1,000
Cross Country *	7	3,090	125	2,763	85 新	日 名: 田本 / 日 日 日 日 日 日 日 日 日 日	
Football	96	80,750	7,251	19,405	783	22,922	***
Soccer	24	3,000	1,029	2,908	* * * * * * * * * * * * * * * * * * *	380	4
Swimming & Diving *	32	6,412	931	4,281		1	
Track & Field *	42	10,020	: 1,863	3,746		1,242	
Wrestling	30	16,000	1,370	4,605		497	·
TOTAL	293	167,525	18,203	66,075	1,451	26,705	1,000

^{*} CWU reported direct costs for this sport as a single figure for both men's and women's teams. Costs have been divided equally so that the total staffing costs more accurately reflect funds allocated to men's sports.

Athletic Facilities

CWU assessed the condition of all facilities used by athletic teams and concluded that access and quality are comparable for men's and women's teams. Women's teams have equal playing and practice times and facilities. The locker room facilities will be improved once the third phase of the capital improvements has been completed. The softball field for the women's varsity team has a suitable backstop and portable fences, but team dugouts are necessary to reach equity with the men's baseball field. The women's softball field is used part time for the soccer team so dugouts currently do not exist.

Table 10: Comparison of 1993-94 Total Direct Costs and Financial Aid for Parallel Sports at Central Washington University

·						
SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Athletic Training	18,452	6	3,075.33	18,452	6	3,075.33
Basketball	27,128	11	2,466.18	76,248	25	3,049.92
Cross Country	16,688	11	1,517.09	6,728	7	961.14
Soccer	21,111	24	879.63	7,817	24	325.70
Swimming & Diving	25,487	26	980.26	13,024	32	407.00
Track & Field	30,731	31	991.32	19,870	42	473.09

Table 11: Comparison of Coaching between Parallel Sports
Central Washington University

SPORT	# COACHES	TOTAL COMPENSATION*	# ATHLETIC FTE'S ALLOCATED
Athletic Training (Coed)	1	26,106	.50
Basketball (Women)	1	10,710	.21
Basketball (Men)	1.	31,700	1.00
Cross Country (Coed)	1	14,970	.17
Soccer (Women)	2	4,000	.34
Soccer (Men)		3,000	.17
Swimming & Diving	2@	12,832	.50
Track & Field	2@	37,470	.75

^{*} Total compensation includes salaries and benefits for coaches only.

[@] The same people coach both the men's and women's teams.

Gender Equity in Higher Education: 1994 Page 23

Coaching

During the 1993-94 academic year, men's and women's swimming, fastpitch softball and basketball were coached by women coaches. Women also assisted in fastpitch softball (2), swimming (1), and track and field (1). CWU states that it is committed to hiring qualified women coaches as positions become available.

SUMMARY

Staff believe that a serious and legitimate attempt was made to meet the 39% participation rate goal for women athletes. CWU used 70% of its tuition waivers for women athletes and added one varsity and two junior varsity sports for women. CWU needs to ensure the 39% goal is met by the end of 1994-95.

More money is allocated to the men's teams in intercollegiate sports, while more financial assistance is available for women athletes at CWU. Although the legislative intent of gender equity is not to limit men's teams, CWU's practice is reasonable in a resource-constrained environment.

If it is available, the university should include information on job title in its pay scale analysis in the next gender equity report. This would provide information about employment opportunities at CWU for each gender.

It is not clear from the information provided as to what CWU plans to do in regards to underrepresentation in academic programs. The data provided on academic programs is difficult to compare from one evaluation year to another. The university should use HECB Program Register and catalogue descriptions as guidelines for reporting academic programs in the next report.

EASTERN WASHINGTON UNIVERSITY ABSTRACT ON EQUITY PROGRESS

Enrollment: Comparison of Two Evaluation Years

. " . " . " . " . " . " . " . " . " . "	1988-89	1993-94
STUDENT POPULATION:	8,198	8,431
WOMEN UNDERGRADUATES	54.7%	55%
MEN UNDERGRADUATES	45.3%	## - ### 1 45% # 16%
WOMEN GRAD. STUDENTS	62%	59%
MEN GRAD. STUDENTS	38%	41%

Athletics: Comparison of Two Evaluation Years

	1988-89	1993-94
ATHLETICS:	· · · · · · · · · · · · · · · · · · ·	
WOMEN ATHLETES	28.3%	38.8%
MEN ATHLETES	71.7%	61.2%
COACHES	17 MEN; 4 WOMEN	13 MEN; 5 WOMEN
WOMEN'S TEAMS	2 MEN; 3 WOMEN	1 MAN; 4 WOMEN
JOINTLY COACHED	1 MAN; 1 WOMAN	2 MEN; 1 WOMEN
MEN'S TEAMS	14 MEN	10 MEN
ATHLETIC FINANCIAL AID:		
WOMEN ATHLETES	22.1%	32 %
MEN ATHLETES	77.9%	68%

 Gender Equity in Higher Education: 1994

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Eastern Washington University

INTRODUCTION

EWU's 1990 Report addressed all of the areas covered by the Gender Equity Legislation. The 1992 Report assessed progress in all of these areas and identified areas where gender equity would continue to be addressed:

- > Academic programs;
- > Other student services: placement, child care, student evaluation; and
- > Intercollegiate athletics.

The 1994 Report responded to the specific questions outlined by the Higher Education Coordinating Board. EWU reported a new stage of gender equity commitment, stating that gender equity is now integrated into campus-wide issues with the decision-making processes now systematically including gender equity considerations. Their update served to illustrate this level of commitment.

Progress on 1990 and 1992 Goals

EWU states that it has achieved the goals as outlined in 1990 and 1992. Progress has been achieved in the following areas:

- 1) The Establishment of an Office of Human Rights in 1992, to address issues of equity and discrimination;
- 2) Approval and implementation of a Liberal Arts and Sciences reform plan in 1994;
- 3) Distribution of an information brochure describing gender issues in employment practices to students by the Student Employment Office;
- 4) Completion of the family housing facility in 1993; and
- 5) Employment of a non-traditional student coordinator in 1993 to assess, develop, and coordinate initiatives to address obstacles facing non-traditional students.

A Women's Commission comprised of women students, faculty, and staff is advisory to the university president. Each quarter, the Women's Commission sponsors an open forum inviting dialogue and suggestions concerning women on campus. Child care, the Human Rights Office and campus security are examples of issues advanced by EWU's Women's Commission.

Gender Equity in Higher Education: 1994

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ACADEMIC PROGRAMS

EWU's 1990 self-study identified problem areas and initiatives to achieve full equity by 1996. The university developed recruiting strategies for the underrepresented gender in departments with disproportionate majors. As reported in the 1992 update, EWU established programs to attract women and minority high school students to careers in Health, Business, Math and Science.

The increase in the percentage of women in the undergraduate majors of Chemistry, Health Sciences, and Graphic Communications, as well as in the graduate majors of Science Education, Public Administration and Mathematics indicate the success of these outreach programs. However, underrepresentation of women continue in the Computer and Science disciplines. Underrepresentation of men continue within the Teaching, Psychology, Sociology and Dental Hygiene fields. These programs will continue to be monitored and the subject of the existing outreach activities.

Table 12: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at EWU

MAJORS:	FALL	FALL 1993
Chemistry	31%	41%
Criminal Justice	26%	28%
Computer Science	24%	*** 8%
Computer Information Systems	20%	13%
Economics	15%	7%
Mathematics & Economics	:: :	25%
Earth Science	27%	13%
Geography	10%	33%
History	35%	27%
PE Outdoor Recreation	41%	18%

MAJORS:	FALL	FALL
Marketing Ed.		. 0
Natural Science	70%	44%
Physics	34%	0
Urban & Regional Planning	50%	30% # #
Radio & Television	34%	43%%
Social Science	31%	22%
Technology & Computers	11	27%
# 5 ¹¹		
Industrial Technology	20%	0
Technology	8%	6%

EWU provided statistics for fall quarters of 1990 and 1993. The majors in Note:

bold are newly identified from the 1994 report or have lost representation

of women since 1990.

Table 13: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at EWU

MAJORS:	P 90	F 93
Applied Psychology	21%	33%
Child Development	****	11%
Development Psychology	18%	23%
Special Education	13%	18%
Art	27%	37%
Art History		34%
Studio Art	42%	32%
Photographic Science	100%	0
Communications	42%	23%
Org. & Mass Communications	31%	33%
Communication Disorders	12%	9%
Dental Hygiene		2%
English	32%	33%
Food & Nutrition/	8%	50%

MAJORS:	F 90	F 93
PE Community Health	7%	28%
Health Ed.	57%	0
Therapeutic Rec.	21%	16%
Business Ed.	20%	47%
Administration Office Management	0	N/A
French	40%	20%
German ************************************	17%	0
Spanish	25%	35%
Nursing	19%%	0
Philosophy	**************************************	60%
Physical Therapy	40%	39%
Psychology	26%	35%
Sociology	35%	32%
Social Work	16%	16%
Theater	50%	33%

lote: EWU provided statistics for fall quarters of 1990 and 1993. The majors in bold are newly identified from the 1994 report or have lost representation of men since 1990.

Table 14: Underrepresentation of **Women** Graduate Majors by Two Evaluation Years at EWU

GRADUATE MAJORS:	FALL 1990	FALL 1993
Biology (P. 40) A Market of the Control of the Cont	44%	32%
Business Administration	44%	35%
Computer Science	22%	12%
Administration -School Principal	30%	33%
Science Education	33%	83%
Geology	13%	18%
Public Administration	38%	42%
History	23%	41%
Physical Education	46%	17%
Interdisciplinary Guidance Services	50%	37%
Vocational Administration	100%	0

Note: EWU provided statistics for fall quarters of 1990 and 1993. The majors in bold are those newly identified from the 1994 report or have lost representation of women since 1990.

Table 15: Underrepresentation of **Men** Graduate Majors by Two Evaluation Years at EWU

GRADUATE MAJORS:	FALL 1990	FALL 1993
Counseling Psychology	18%	27%
School Psychology	23%	111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Communications	38%	39%
Communications Disorders		8%
Early Childhood Ed.	10%	0
Counseling & Development	28% No. 1	an a second
Curriculum	27%	**************************************
Elementary Teaching	14%	12%
Instruction & Communication	14%	33% · · · · · · · · · · · · · · · · · ·
Reading Specialist	·	33%
Supervising (Clinic) Teaching	50%	25%
Library Science /Media		No Data
College Instruction Physical Ed.	50%	25%
Nursing		No Data
Clinical Psychology	29%	35%
Social Work	21%	22%
Vocational Administration		100%
Technology		0

Note: EWU provided statistics for fall quarters of 1990 and 1993. The majors in bold are newly identified from the 1994 report or have lost representation of men since 1990.

Gender Equity in Higher Education: 1994

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STUDENT SERVICES

Child Care

The Associated Students at Eastern Washington University provides a child care subsidy funded by student and activity fees. The level of reimbursement is dependent upon the full-time or part-time status of the student requesting child care services. In 1990, EWU made a commitment for a child care facility (The Children's Center) which is operated by the YMCA and located in Cheney. In 1993, it completed a family student housing project enabling 100 students with children to live on campus. The Associated Students child care subsidy served 123 children. The Children's Center cared for 102 children and had a waiting list of 72.

In 1994, EWU surveyed students to identify unmet child care needs. The results indicated that students need infant and evening care, more on-campus child care, and a campus referral program for private day care. Students preferred the on-campus care and expressed that access to care should be based on student financial need. The students identified child care costs as "a serious financial burden."

New Issues

Although EWU addressed issues of security in their 1990 and 1992 reports, they now report that the national increase in violence against women is being addressed on three levels: 1) academic curricula include information for increasing students' awareness of violence against women and date rape; 2) community workshops and conferences encourage students, administrators, and faculty to take action; and 3) campus security has become a top priority.

INTERCOLLEGIATE ATHLETICS

In 1990, 65.4% of student athletes were male and 34.6% were female. In 1994, these figures are 61% (180) for men and 39% (114) for women. Women athletes increased by 73% (48) over the last four years at EWU.

EWU currently offers 6 sports for men and 7 sports for women, counting Track/Field and Cross-Country as two separate sports. Men's and women's golf has been added and a women's soccer team was initiated in 1994. Men's programs in baseball and wrestling were discontinued in 1991-92. Participation of both men and women was increase in Track/Field and Cross-Country.

From 1990 to 1994, total financial aid increased by 70% for men and by 182% for women. Male athletes received 68% and women received 32% of all financial aid in 1993.

Table 16: Comparison of Two Academic Years by Participation and Allocation of Financial Aid--Eastern Washington University

and Allocation of Financial AidEastern washington Onliversity									
SPORT	MALE ATHLETES 1988-89		MALE ATHLETES 1993-94		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1993-94		
# ****	#	A \$ AID	#	\$ AID	#	\$ AID	#	\$ AID	
Baseball	25	2,086		*			4	11 12 12 13	
Basketball	17	76,818	13	133,424	13	54,145	16	94,842	
Football	89	269,153	77	381,152	11		#	4	
Golf		::	9	17,209	*	#.	8	21,304	
Soccer	:	11 M	**************************************			せ サウ 1 製 ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・ ・	1885 T	Starts Dec.'94	
Tennis	14	# : : 10	10	20,192	11	1,612	10	34,046	
Track /Cross Country	47	20,832	71	70,936	30	14,730	65	75,693	
Volleyball	1.4				12	33,870	15	67,476	
Wrestling	18							# # # ## ## ## ## ## ## ## ## ## ## ##	
TOTAL	210	366,803	180	622,913	66	104,357	114	293,361	

Note:

= Number of participants

\$ Aid = Total financial aid allocated to members of team

Direct and Indirect Costs

EWU reported direct costs for staffing, services, team travel, other travel, equipment and other expenses. "Other expenses" covered such costs as telephone charges, officials' fees and officials' travel, office supplies, pre-season and expenses for athletes' housing and dinning, and facilities support such as preparation of fields. Men comprised 61% of EWU's athletes and received 66% of the direct funding, while women comprised 38.8% of EWU's athletes and received 34% of the direct funding.

EWU reported on pooled costs covering such areas as insurance and medical fees, sports information, general administrative support, advertising and marketing, and tutorial and academic enhancement for all of the athletic programs. Academic enhancement (tutoring for athletes) cost \$30,000 of \$508,520 for the total pooled costs in 1993-94.

Table 17: Direct Costs of 1993-94 Women's Sports Eastern Washington University

WOMEN'S TEAMS	.i :#**	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER
Basketbali	16	60,836		28,666	6,997	5,210	15,006
Golf	8	Volunteer	•	6,783	699	982	1,014
Soccer		•			W.	* !	t it was
Tennis	10	17,378	. "	5,109	2,610	2,370	121
Track /Cross Country	65	33,019		25,737	6,474	9,704	3,510
Volleyball	15	51,928		22,660	3,100	7,644	16,176
TOTAL	114	163,161		88,955	19,880	25,909	35,827

Table 18: Direct Costs of 1993-94 Men's Sports
Eastern Washington University

MEN'S TEAMS	# " " "	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER
Basketball	13	62,539		36,053	19,043	2,621	36,540
Football	77	174,107		50,784	15,814	22,681	106,957
Golf	9	Volunteer		7,369	285	1,536	350
Tennis	10	8,293	# ** ** **	4,073	1,669	1,560	223
Track /Cross Country	71	52,467	開、接着に 等、用。 	20,098	7,414	9,649	2,106
TOTAL	180	297,406	iya tikingara	118,377	44,225	38,047	146,176

Table 19: Comparison of 1993-94 Total Direct Costs and Financial Aid for Parallel Sports at Eastern Washington University

SPORT	WOMEN'S TEAM	**************************************	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Basketball	211,557.63	16	13,222.35	290,220.10	13	22,324.62
Golf	30,782.63	8	3,848	26,750.23	9	2,972.25
Tennis	61,634.51	10	6,163.45	36,010.97	10	3,601
Track & Field /Cross Country	154,137	65	2,371.34	163,371.51	71	2,301

Coaching

Since the information in the following table was submitted, three new women coaches have been added. A golf coach replaces the volunteer, and a head coach and assistant coach for the women's basketball team have been added. The women's athletic department now totals 2.50 FTE coaches.

Table 20: Comparison of Coaching between Parallel Sports
Eastern Washington University

SPORT	# COACHES	TOTAL COMPENSATION*	# ATHLETIC FTE'S ALLOCATED		
Basketball (Women)	2	60,836	1.299		
Basketball (Men)	· 2	62,539	1.258		
Golf (Coed)	1^	Time Volunteered			
Tennis (Women)	1@	17,378	.405		
Tennis (Men)	2@	8,293	.229		
Track & Field (Women)	3 24	33,019			
Track & Field (Men)	2+	52,467	.793		

- * Total compensation includes salaries and benefits for coaches only.
- Same coach volunteered time to both the men's and women's teams.
- Same head coach for both women's and men's teams.
- + Same assistant coach for both women's and men's teams.

FACILITIES

EWU states that although an equal number of restroom facilities exist for men and women on campus, long lines of women at most public events demonstrate that equal may not be sufficient. Renewal projects will include an increased number of restroom facilities for women.

SUMMARY

Progress in gender equity has been made in both academics and athletics. The Liberal Arts and Science reform plan approved in 1994 should be monitored to see if the increase in gender and diversity courses required for graduation impact majors selected by women. The next report should include an assessment of the impact of this curriculum reform as it relates to academic representation.

THE EVERGREEN STATE COLLEGE ABSTRACT ON EQUITY PROGRESS

Enrollment: Comparison of Two Evaluation Years

	1988-89	1993-94	
STUDENT POPULATION:	3,250	3,477	
WOMEN UNDERGRADUATES	56%	54%	
MEN UNDERGRADUATES	44%	46%	
WOMEN GRAD. STUDENTS	47%	60%	
MEN GRAD. STUDENTS	153%	40%	

Athletics: Comparison of Two Evaluation Years

· · · · · · · · · · · · · · · · · · ·	1988-89	1993-94
ATHLETICS:		。"
WOMEN ATHLETES	49%	52%
MEN ATHLETES	51%	48%
COACHES	2 WOMEN; 1 MAN	3 WOMEN; 1 MAN
WOMEN'S TEAMS	1 WOMAN	1 WOMAN
JOINTLY COACHED	1 MAN	2 WOMEN
MEN'S TEAMS	1 WOMAN	1 MÁN
ATHLETIC FINANCIAL AID:		
WOMEN ATHLETES	50%	50%
MEN ATHLETES	50%	50%

The Evergreen State College

INTRODUCTION

In 1990 and 1992, The Evergreen State College identified three areas where gender equity needed to be addressed:

- > Academic programs;
- > Financial aid; and
- > Student services.

ACADEMIC PROGRAMS

TESC reports that undergraduate enrollment of women and men is balanced across the core curriculum. Mathematics and science programs continue to be "the only remaining area of gender inequity at the college" as identified in the 1990, 1992, and the 1994 reports. TESC has expanded offerings in mathematics and sciences to 21 in two specialty areas: (1) Environmental Studies and Sciences and (2) Technology and Health. In 1993, 453 women enrolled, representing 49% of total enrollment in these offerings.

Enrollment levels for women in three of the math and science grounded programs are disproportionate to the enrollment of men: Student Originated Software (14%); Data to Information (16%); and Matter and Motion (41%). TESC reports that the low computer science enrollment is reflective of the smaller class sizes (25 and 26 students respectively) and will be monitored.

Participation of women in all undergraduate math and science programs (49%) was below the percentage of women enrolled in all specialty areas combined (54%). "This remains the persisting gender equity issue at the college."

Table 21: Enrollment by Curriculum Specialty Areas by Two Evaluation Years of **Women**

AREA	1988-89	1993-94
CORE Programs	354 (58%)	286 (56%)
Environmental Studies	113 (49%)	159 (49%)
Expressive Arts	266 (58%)	136 (47%)
Knowledge & the Human Condition	49 (37%)	131 (63%)
Language and Culture Center	98 (68%)	73 (64%)
Management and the Public Interest	86 (44%)	19 (49%)
Native American Studies	106 (55%)	64 (66%)
Political Economy & Social Change	93 (49%)	31 (44%)
Science and Human Values	30 (50%)	46 (68%)
Science, Technology and Health	308 (57%)	261 (49%)
Tacoma Program	80 (61%)	75 (67%)
Evenings and Weekends	(a) (a)	55 (59%)
Master in Environmental Studies	36 (40%)	52 (57.1%)
Master in Public Administration	38 (55%)	46 (59%)
Master in Teaching	## (a) ####################################	65 (63.1%)

⁽a) Program initiated after this date.

Table 22: Enrollment by Curriculum Specialty Areas by Two Evaluation Years of **Men**

AREA	1988-89	1993-94
CORE Programs	257 (42%)	227 (34%)
Environmental Studies	116(51%)	164 (51%)
Expressive Arts	190 (42%)	151 (43%)
Knowledge & the Human Condition	84 (63%)	78 (37%)
Language and Culture Center	47 (32%)	41 (36%)
Management and the Public Interest	88 (56%)	20 (41%)
Native American Studies	88 (45%)	33 (34%)
Political Economy & Social Change	95 (51%)	40 (46%)
Science and Human Values	30 (50%)	22 (32%)
Science, Technology and Health	235 (43%)	271 (51%)
Tacoma Program	52 (39%)	37 (33%)
Evenings and Weekends	(a)	38 (41%)
Master in Environmental Studies	54 (60%)	39 (42.9%)
Master in Public Administration	31 (45%)	32 (41%)
Master in Teaching	(a)	38 (36.9%)

⁽a) Program initiated after this date.

WOMEN FACULTY

Women hold 40.1% of the continuing faculty positions and 53.6% of the visiting faculty positions at TESC. TESC states this percentage for continuing faculty reflects the national profile of available women faculty.

FINANCIAL AID

TESC states that "all financial aid is awarded on a gender blind basis." TESC offers 12 different non-need-based financial aid scholarships, with two specifically designated for women undergraduates. Scholarships awarded totaled \$95,103; 54% of which went to women.

TESC awarded \$8,297,770 in need-based financial aid to a total of 1,553 students during 1993-94. Of the students awarded this aid, 56.4% were women. The following table compares students awarded financial aid at TESC from 1990 to 1994.

Table 23: Need-Based Financial Aid Distribution at TESC

NEED-BASED FINANCIAL AID	MEN 1988-89	MEN 1993-94	WOMEN 1988-89	WOMEN 1993-94
A. Percent of students awarded aid	41 %	43.6%	59%	56.4%
B. Percent of total need required	41.7%	42.7%	58.3%	57.3%
C. Proportion of need unmet after aid	8% *	22.3%	4% *	22.2%
D. Percent of grant aid awarded	39.5%	41.3%	60.5%	58.7%
E. Percent of loan aid awarded	40.8%	43.9%	59.2%	56.1%
F. Percent of jobs aid awarded	43.7%	36.4%	56.3%	63.6%

* Numbers are Approximate

Line B compares the total amount of need identified for all TESC student applicants as determined by the federal methodology. Women represented 57.3% and men represented 42.7% of identified need in fall of 1993.

Line C compares proportion of need unmet after aid had been awarded for both men and women.

Lines D, E, and F compares grants, loans and jobs awarded to each gender.

This comparison reveals that more women received jobs to support their school costs. TESC identified two probable causes for this distribution. First, women were more prompt when applying for work-related financial assistance (36% of women's applications were received on time compared to 24.4% of men's applications). Second, male students may be working at off-campus jobs, although there are no figures to support this assertion.

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STUDENT SERVICES

Child Care

TESC offers an on-site, licensed Child Care Center. The center offers part-time and full-time child care for a sliding fee. The center is funded through student and activities fees. Services are provided on a first-come, first-served basis for full-time care.

The center serves 50 children per academic year; 40 are children of students and 10 are children of TESC faculty/staff. In 1993-94, care was provided for 49 children from 44 families. Of the student parents who were served by the center, 71% were female students.

Currently, the main form of marketing the Child Care Center is through word-of-mouth. Information about the center will be included in campus materials targeting students so that male and female students have equal access to the information. TESC also plans to revise the application and waiting list forms to start collecting statistical information on the requesting household.

Health Plan

The 1990 Plan identified gender disparities in health insurance for students at TESC. By 1992, TESC had selected a health plan that offered equitable coverage for both men and women students.

NEW INITIATIVES

The Math Across the Curriculum efforts, as reported in the 1992 report, appears to have made some progress while also encountering obstacles. Annual faculty changes in the Core programs and limited mathematics or science backgrounds of Core faculty were noted as two challenges. TESC is re-evaluating the goal to incorporate quantitative curricula across the Core programs.

The Evergreen Center for Educational Improvement was established in 1994. The improvement of gender equity in math and science education is among the issues the center will address. Currently, the center is working to obtain grant funding to improve math and science education for underrepresented groups. One project is "VOICES," where physics is integrated into other subjects using teaching techniques compatible to young women's learning styles.

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The Washington Center for Improving the Quality of Undergraduate Education has received two (1991 and 1993) National Science Foundation grants for the Calculus Dissemination Project. This is a statewide project aimed at reforming calculus courses and establishing a network of mathematics faculty committed to curricular reform. The project includes active learning, collaborative learning, writing and talking about calculus problems, applications and use of calculators and computer software. Faculty from colleges and universities attended an intensive seminar last summer and currently over 30% of students taking calculus in Washington State are in a "reformed" class.

TESC hired four mathematicians and scientists between 1991 and 1994. Three of the four scientists are women and are continuing faculty. Sixteen first-time visiting appointments were also made, seven of which were women. TESC points out that current budget constraints will limit opportunities to improve representation of women as continuing faculty.

INTERCOLLEGIATE ATHLETICS

Introduction

Neither gender has been underrepresented in intercollegiate athletics since the inception of this legislation. The two NCAA programs offered at TESC are soccer and swimming. In 1994, women were 52% and men were 48% of TESC's total athletes. TESC continues to use 50% of the athletic tuition waivers for each gender.

Direct and Indirect Costs

TESC reported direct costs for staffing, services, team travel, other travel, equipment and indirect expenses. Indirect expenses covered sports information and general administrative departmental costs totaling \$63,340. Men comprised 48% of the total athletes and received 47% of the direct funding, while women comprised 52% of the total athletes and received 53% of the direct funding.

Table 24: Comparison of Two Academic Years by Participation and Allocation of Financial Aid

The Evergreen State College

SPORT	MALE ATHLETES 1988-89		MALE ATHLETES 1993-94		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1993-94	
	#	\$ AID	#	\$ AID	#	\$ AID	#	\$ AID
Soccer	18 .	2,634	18	18,048	17	2,634	20	18,048
Swimming	27	2,195	12	18,048	. 26	2,634	13	18,048
TOTAL	45	4,829	30	36,096	43	5,268	33	36,096

Note:

= Number of participants

\$ Aid = Total financial aid allocated to members of team

Table 25: Direct and Indirect Costs of 1993-94 Women's Sports
The Evergreen State College

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WOMEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	INDIRECT COSTS
Soccer	20	12,059	4,050	4,709	825	1,706	16,585
Swimming	13	13,490	4,050		825	1,706	15,085
TOTAL	33	25,549	8,100	4,709	1,650	3,412	31,670

Table 26: Direct and Indirect Costs of 1993-94 Men's Sports
The Evergreen State College

WOMEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	INDIRECT COSTS
Soccer	18	11,814	•"	4,355	825	1,706	16,585
Swimming	12	13,490	4,050		825	1,706	15,085
TOTAL	30	25,304	4,050	4,355	1,650	3,412	31,670

Table 27: Comparison of 1993-94 Total Direct Costs and Financial Aid for Sports at The Evergreen State College

SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Soccer	41,397	20	2,070	36,748	18	2,042
Swimming	38,119	13	2,932	38,119	- 12	2,932

Table 28: Comparison of Coaching between Sports
The Evergreen State College

SPORT	# COACHES	TOTAL COMPENSATION*	# ATHLETIC FTE'S ALLOCATED	
Soccer (Women)	1:1	14,272	.625	
Soccer (Men)	1	14,731	.625	
Swimming (Women)	jointly 1	9,694	.625	
Swimming (Men)	coached 1	9,694	.625	

* Total compensation includes salaries and benefits for coaching and other athletic duties.

SUMMARY

The new initiatives underway at the Evergreen Center for Educational Improvement and the Washington Center for Improving the Quality of Undergraduate Education are progressive approaches toward eradicating women's underrepresentation in mathematics and sciences. TESC continues to use tuition waivers to maintain gender equity in its intercollegiate athletics programs. TESC may want to monitor whether women are offered work-study aid at a disproportionate rate.

UNIVERSITY OF WASHINGTON ABSTRACT ON EQUITY PROGRESS

Enrollment: Comparison of Two Evaluation Years

	1988-89	1993-94
STUDENT POPULATION:	34,142	35,258
WOMEN UNDERGRADUATES	50%	51%
MEN UNDERGRADUATES	50%	49%
WOMEN GRAD. STUDENTS	44.4%	48%
MEN GRAD. STUDENTS	55.6%	52%

Athletics: Comparison of Two Evaluation Years

##	1988-89	1992-93
ATHLETICS:		
WOMEN ATHLETES	32.8%	42%
MEN ATHLETES	67.2%	58%
COACHES	34 MEN; 11 WOMEN	29 MEN; 19 WOMEN
WOMEN'S TEAMS	2 MEN; 10 WOMEN	7 MEN; 15 WOMEN
JOINTLY COACHED	5 MEN; 1 WOMAN	2 MEN; 1 WOMAN
MEN'S TEAMS	27 MEN	20 MEN; 3 WOMEN
ATHLETIC FINANCIAL AID:	世 - 第二 日 32巻 - 488 - 1 - 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
WOMEN ATHLETES	27.6%	37%
MEN ATHLETES	72.4%	63%

University of Washington

INTRODUCTION

In 1990 and 1992, the University of Washington outlined six areas where gender equity needed to be addressed:

- > Academic programs;
- > Financial aid, student employment, academic advising;
- > Child care:
- > Intercollegiate athletics; and
- > Restroom facilities.

ACADEMIC PROGRAMS

In 1990, 53 of 132 undergraduate and 51 of 92 graduate academic programs were identified as experiencing underrepresentation of males or females. The 1994 Report identified 56 of these programs showing a decrease in disparities, 31 an increase and four no change.

There has been no change in the underrepresentation of women in the following graduate programs: Business Administration, Chemistry and Dentistry. There has been no change in underrepresentation of men in the following undergraduate programs: Dental Hygiene, and Psychology; and there has been no change in the graduate Nursing program.

UW undergraduate enrollments of women declined in seven fields that traditionally underenroll women: Computer Science, Economics, Engineering and Mathematics. Graduate enrollments of women fell in Aeronautics, Engineering and Medicine. UW undergraduate enrollments of men declined in English, Languages and Literature, Education and Nursing. Graduate enrollments of men fell in Anthropology, Speech and Hearing Sciences, Education, Health Administration and Social Work.

New Or On-Going Academic Initiatives

UW continues to offer the Women in Engineering program for both undergraduates and graduates. The Women in Engineering program includes a freshmen intervention program to improve the retention of women students; a community college bridge program; a graduate student program; "and twelve other retention programs for undergraduates such as mentoring, tutoring, and international exchange." The national

Gender Equity in Higher Education: 1994 Page 47

organization, the Western Regional Center for Women, is housed at the UW and provides technical assistance and training for engineering administrators and faculty to 15 other states.

The School of Architecture started a new project in April 1994. The College Curriculum Transformation Project is designed "to raise faculty awareness of the need for greater diversity in curriculum and a more supportive attitude toward women students." The purpose of the project is to build a receptive climate for women in all architecture programs.

The School of Social Work has added diversity and feminist theory to its curricula, including research and statistics, for the Master's in Social Work program (MSW). The Philosophy department received training on gender equity. The History department's Rondeau Evans Dissertation Research Fellowship will be awarded with "a preference for women graduate students." Of the last four faculty hirings in the History Department, three have been women. Training in sexual harassment is provided to all faculty and students and gender equity issues are included in training for the International Studies Teaching Assistants at the Henry M. Jackson School of International Studies.

The affirmative action committee of the School of Architecture has been working on the strategic planning process to foster recruitment and retention of women and students of color in three programs. The architecture program was noted as an example of establishing a mentoring pathway with several professional firms who offer internships. The strategic plan also noted the need to hire and promote qualified people of color and women into faculty positions. The plan has yet to be approved and implemented.

Table 29: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at UW

MAJORS:	1988-89	1993-94
Building Architecture	15%	
Design & Planning Studies	32%	45%
Astronomy	41.7%	21%
Atmospheric Sciences	23%	21%
Computer Science	21%	14%
Economics	34%	31%
Geography	42%	27%
Geological Sciences	37%	38%
History	35%	42%
Mathematics	38%	34%
Microbiology	39%	49%
Philosophy	39%	36%
Physics	11%	12%
Engineering/Pre-Majors	29%	21%

Table 30: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at UW [Continued]

MAJORS:	1988-89	1993-94
Aeronautics & Astronautics	14%	11%
Chemical Engineering	33%	36%
Civil Engineering	22%	23%
Electrical Engineering	20%	15%
Computer Engineering	15%	21%
Industrial Engineering	25%	29%
Ceramic Engineering	33%	24%
Metallurgical Engineering	11%	17%
Mechanical Engineering	13%	16%
Forest Resource Service/Management	27%	30%
Logging Engineering	18%	8% 8% *** # 1
Pulp & Paper Science	25%	23%
Prosthetics & Orthotics	18%	29%
Ocean & Fishery Science/Fisheries	20%	20%

Table 31: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at UW

MAJORS:	1988-89	1993-94
Landscape Architecture		37%
Anthropology	30%	32%
Art "Langua III. Talan Art III.	33%	37%
Art History	12%	13%
Chinese Language	65%	33%
Japanese Language	48%	35%
Communications	29%	37%
Dance	0	20%
Drama & Dramatic Arts	33%	36%
English	36%	34%
Germanic Language	21%	38%
Near Eastern Languages/Literature	30%	15%
Social Sciences Pre-majors	34%	36%
Psychology	28%	28%
French	19%	26%

Table 32: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at UW (Continued)

MAJORS:	1988-89	1993-94
Spanish	20%	26%
Slavic Languages & Literature	18%	17%
Russian	35%	29%
Sociology	32%	34%
Speech & Hearing Sciences	15%	12%
Speech Communication	26%	22%
Women Studies	4%	2%
Zoology	39%	41%
Dental Hygiene	0	0
Art Education	(a)	0
Education/5th Year Initial Certificate	29%	26%
Evening Degree/English	(a)	37%
Evening Degree/Humanities	(a)	29%
Evening Degree/Pre-Major	(a)	35%
Evening Degree/Psychology	(a)	36%
Evening Degree/Social Science	(a)	29%
Evening Degree/Sociology	(a)	17%

Table 33: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at UW (Continued)

MAJORS:	1988-89	1993-94
Urban Forestry	(a)	30%
Medicine/Med Technology	8%	42%
Occupational Therapy	5%	9%
Physical Therapy	18%	33%
Pre-nursing	3%	0
Nursing	11%	7%
Pharmacy	33%	28%
Public Health & Community Medicine	(a)	33%
Social Work	15%	41%
BOTHELL CAMPUS/Liberal Studies: US	(a)	19%
Liberal Studies: International	(a)	32%
Liberal Studies	(a)	33%
Nursing	(a)	4%
TACOMA CAMPUS/Liberal Studies: US	(a)	20%
Liberal Studies: International	(a)	34%
Liberal Studies	(a)	34%
Nursing	(a)	7%
Education	(a)	5%

Table 34: Underrepresentation of **Women** Graduate Majors by Two Evaluation Years at UW

MAJORS:	1988-89	1993-94
Architecture	39%	37%
Astronomy	16%	17%
Atmospheric Sciences	31%	27%
Chemistry	30%	30%
Economics	21%	33%
Geography	25%	40%
Geological Sciences	22%	24%
Geophysics	21%	20%
History	45%	38%
Mathematics	18%	25%
Philosophy	43%	26%
Physics	14%	13%
Political Science	27%	40%
Statistics	19%	23%
Business Administration	30%	30%
D.D.S. Program	28%	29%

Table 35: Underrepresentation of **Women** Graduate Majors by Two Evaluation Years at UW (Continued)

MAJORS:	1988-89	1993-94
Dentistry	31%	28%
Aeronautics & Astronautics	_ a s 11%	7%
Chemical Engineering	15%	20%
Civil Engineering	16%	18%
Computer Science	17%	16%
Electrical Engineering	9%	13%
Engineering (Interdepartmental)	33%	34%
Materials Science & Engineering	28%	21%
Mechanical Engineering	20%	8%
Forest Resources Graduate Program	30%	41%
Interdisc/Quantitative Ecology & Resource Management	(a)	38%
Interdisc/Bioengineering	32%	32%
Law Graduate Program	21%	21%
Biochemistry	37%	31%
Medicine Concurrent Degree	32%	29%
Physiology	26%	32%
Ocean & Fishery Science/Fisheries	19%	34%
Oceanography	30%	43%

Table 36: Underrepresentation of **Men** Graduate
Majors by Two Evaluation Years at UW

MAJORS:	1988-89	1993-94
Landscape Architecture	43%	33%
Anthropology:	33%	30%
Art	28%	37%
Art History	21%	20%.
Comparative Literature	45%	38%
English	33%	38%
Near Eastern Languages & Lit.	** * 56% ***	38%
Psychology	33%	38%
Romance Languages & Lit.	23%	32%
Speech & Hearing Sciences	16%	· 9%
Speech Communication	38%	31%
Education	33%	29%
Technical Engineering	(a)	34%
Interdisc/Health Srvs Administration	35%	32%

Table 37: Underrepresentation of **Men** Graduate Majors by Two Evaluation Years at UW [Continued]

MAJORS:	1988-89	1993-94
Nutritional Science	40 1 6 % 1 4 1	
International Business Administration	69%	29%
Library Information Sciences	22%	25%
Biology Structure	45%	39%
Nursing	22%	6%
Public Affairs	40%	37%
Public Health/Community Medicine/Public Health (Pathology)	(a)	32%
Epidemiology	38%	40%
Social Work	24%	20%
BOTHELL CAMPUS: Education	(a)	23%
TACOMA CAMPUS: Education	(a) · · · · ·	16%

STUDENT SERVICES

Student Employment

The 1990 Plan identified a larger percentage of men in higher-paying on-campus employment jobs. Data on student employment have been collected since 1992 and no gender discrepancies have been found. Student employment from the October 1994 payroll show no major discrepancies in gender representation in jobs at the higher end of the pay scale. These data on student employment wages do show changes in the student assistant classification series reflecting a change in the minimum wage laws, where no students are employed below \$4.75 an hour.

Safety

UW's Office of the Vice President for Student Affairs, in collaboration with the University Police Department and the Associated Students of UW, has initiated a safety awareness and practice campaign. Evening walk (UWCares) and van service (Night Ride) are available to escort students to their destinations. University publications have paid special attention to safety issues and provide information about the UWCares program. Sexual assault and date rape publications have also been published for the campus community with information about the Sexual Assault Referral and Information Service (SARIS). SARIS is a free, confidential referral and advocacy service for all students on campus.

Non-Need-Based Merit Scholarships

UW offers four different scholarship packages and has different review committees of faculty and administrators for each package. For example, University Presidential Scholars are awarded a four-year tuition and book allowance scholarship and are picked from the pool of the best freshman candidates based on grade point average and student activities. The 1990 Plan identified a disproportionate number of males receiving awards. In 1994, women received 51% and men received 49% of the available scholarships.

<u>Childcare</u>

UW offers childcare assistance through a voucher system for eligible student parents. Student parents are eligible if they are full-time students. Childcare assistance is based on student financial need as determined by the student financial aid office. Student parents can then purchase childcare services from a state-licensed facility in the Seattle

/King County area. The childcare assistance program is funded by student services and activities fees. For 1993-94, 63% (121) of the recipients were female student parents. UW's childcare office, in collaboration with DSHS, maintains a day care directory. This telephone directory is located at five areas on campus and is available to all students.

The Women's Center

The Women's Center served over 13,000 women through workshops, classes, conferences, and information /referral services in 1993. The re-entry program for women provided advising for over 1400 students. Of the UW's undergraduate non-traditional students (age 25 years and above), 55% are women. The Women's Center also provides tours for visitors from area community colleges and the community and sponsors the Women of Color Network.

Complaint Procedure

As of October 1994, the Office of Human Rights is no longer responsible for investigating discrimination complaints. The office has reorganized and now provides training to the campus. The Office of Risk Management investigates discrimination complaints registered by students and faculty and acts as mediator/conciliator. These changes have been announced in student publications and the updated Operations Manual for the campus.

Sexual Harassment

The University Ombudsman for Sexual Harassment hears grievances and provides education, counseling, consultation and referral for sexual harassment issues. The office reports that 75% of complainants are women and that it has been successful in resolving most cases.

INTERCOLLEGIATE ATHLETICS

The number of women athletes has increased by 80, from 231 in 1988-89, to 311 in 1992-93. In that year women represented 42% of all athletes at the UW. Women athletes received 37% of athletic financial aid and men athletes received 63% of the athletic financial aid.

Women's soccer and women's softball were added in 1992-93, bringing the total number of sports to 23 (12 for women and 11 for men).

Table 38: Comparison of Two Academic Years by Participation and Allocation of Financial Aid

University of Washington

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SPORT	MALE RT ATHLETES 1988-89		MALE ATHLETES 1992-93		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1992-93	
	#	\$ AID	#	\$ AID	#	\$ AID	#	\$ AID
Baseball	37	60,654	38	111,000				
Basketball	15	103,597	16	132,000	13	121,771	10	111,000
Crew	115	21,195	101	13,000	107	8,328	134	26,000
Football	139	821,845	139	829,000	;;# }	•	**	
Golf	14	30,989	13	47,000	6	20,585	9	54,000
Gymnastics	* 111		ill der Hille von E		14	78,320	11	111,000
Soccer	25	23,953	23	90,000	*	98% L 8	25	91,000
Softball		# :				3	17	62,000
Swimming	27	42,126	34	83,000	22	34,692	26	95,000
Tennis	14	11,925	15	44,000	14	27,776	12	76,000
Track /Cross Country	90	96,408	56	145,000	42	84,854	51	130,000
Volleyball		18 18 18 18 18 18 18 18 18 18 18 18 18 1			13	86,669	16	116,000
TOTAL	476	1,212,692	435	1,494,000	231	462,995	311	872,000

Note:

= Number of participants\$ Aid = Total financial aid allocated to members of team

Direct and Indirect Costs

The UW reported direct costs for staffing, services, team travel, other travel, equipment and other expenses. As reported in 1992 on 1990-91 data, other expenses included day-of-game costs, laundry services, scouting, dues, printing, awards, etc. Other costs totaled \$1.45 million for all sports; \$1.19 million of which went to men's teams. Men athletes comprised 58% of UW's athletes and received 66% of the direct funding, while women comprised 42% of UW's athletes and received 34% of direct funds. Indirect costs totaled \$11.7 million for all sports; \$8.5 million of which went to men's sports.

Table 39: Direct and Indirect Costs of 1992-93 Women's Sports
University of Washington

WOMEN'S TEAMS	#	STAFF	FACIL- ITIES	TEAM TRAVEL	OTHER TRAVEL	EQUIP- MENT	OTHER	INDIRECT COSTS
Basketball	10	266,000	27,000	103,000	30,000	14,000	108,000	748,000
Crew	134	100,000	1,000	55,000	7,000	15,000	20,000	537,000
Golf	9	42,000	1,000	31,000	7,000	11,000	3,000	87,000
Gymnastics	11	97,000	7,000	41,000	11,000	17,000	19,000	410,000
Soccer	25	84,000	15,000	47,000	9,000	9,000	23,000	206,000
Softball	17	87,000	2,000	54,000	13,000	37,000	20,000	168,000
Swimming*	26	58,000	22,000	28,000	3,000	4,000	7,000	228,000
Tennis	12	39,000	^	34,000	4,000	5,000	4,000	134,000
Track/ Cross Country	51	100,000	10,000	79,000	4,000	24,000	22,000	319,000
Volleyball	16	113,000	23,000	58,000	26,000	9,000	35,000	282,000
TOTAL	311	986,000	108,000	530,000	114,000	145,000	261,000	3,119,000

*Note: The total staffing for this sport has been divided equally to better reflect the co-ed coaching and allocation for women's teams.

[^] The tennis facility is a cost center in its own right where maintenance costs are included.

Table 40: Direct and Indirect Costs of 1992-93 Men's Sports University of Washington

and the second s	in the second se			Tolly Of the				
MEN'S TEAMS	#	STAFF	FACIL- ITIES	TEAM TRAVEL	OTHER TRAVEL	EQUIP- MENT	OTHER	INDIRECT COSTS
Baseball	38	90,000	15,000	71,000	5,000	28,000	17,000	304,000
Basketball	16	339,000	31,000	93,000	53,000	20,000	171,000	1,030,000
Crew	101	101,000	1,000	55,000	7,000	15,000	21,000	446,000
Football	139	982,000	41,000	145,000	102,000	185,000	914,000	5,690,000
Golf	13	40,000	2,000	37,000	6,000	8,000	10,000	136,000
Soccer	23	87,000	6,000	42,000	8,000	12,000	27,000	218,000
Swim- ming*	34	58,000	22,000	28,000	3,000	5,000	6,000	225,000
Tennis	15	43,000	^	48,000	6,000	11,000	5,000	155,000
Track /Cross Country	56	100,000	10,000	79,000	4,000	24,000	22,000	328,000
TOTAL	435	1,840,000	128,000	598,000	194,000	308,000	1,193,000	8,532,000

^{*} Note: The total staffing for this sport has been divided equally to better reflect the co-ed coaching and allocation for men's teams.

[^] The tennis facility is a cost center in its own right where maintenance costs are included.

Table 41: Comparison of 1992-93 Total Direct Costs and Financial Aid for Parallel Sports at University of Washington

SPORT	WOMEN'S TEAM		COST PER ATHLETE	MEN'S TEAM		COST PER ATHLETE
Basketball	659,000	10	65,900	839,000	16	52,437
Crew	224,000	134	1,672	213,000	101	2,109
Golf	149,000	9	16,556	150,000	13	11,538
Soccer	278,000	25	11,120	272,000	23	11,826
Swimming	217,000	26	8,346	205,000	34	6,029
Tennis	162,000	12	13,500	157,000	15	10,467
Track /Cross Country	369,000	51	7,235	384,000	56	6,857

Coaching

Women coaches have been added in the following women's programs:

- > Tennis restricted earnings coach;
- > Full-time strength coach;
- > Men's and women's track assistant coach; and
- > Volleyball restricted earnings coach.

"Restricted Earnings Coach" is an NCAA term. NCAA rules set limits on how many coaches there may be in each sport and includes a category called "restricted earner." Often these positions are used for training or graduate assistant experience.

Table 42: Comparison of Coaching between Parallel Sports
University of Washington

Offiversity of vvasilington							
SPORT	# COACHES	TOTAL COMPENSATION*	# ATHLETIC FTE'S ALLOCATED				
Basketball (Women)		168,696	3.6				
Basketball (Men)		210,000	3.6				
Crew (Women)		66,888	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
Crew (Men)	2	82,080					
Golf (Women)	1	33,384	,				
Golf (Men)	1	32,676					
Soccer (Women)	2	67,896	2				
Soccer (Men)	* ; * ; 2 !	71,976	2				
Swimming (Women)	## ## 2@ ## ## 2	33,294^	1.6				
Swimming (Men)	2@	33,294^	1.6 °				
Tennis (Women)	2: 2:	41,616	1.6				
Tennis (Men)	2	45,992	1.6				
Track (Women)	2	·····································	# 2				
Track (Men)	41	48,576	# # # # # # # # # # # # # # # # # # #				
Cross Country (Co-ed)	1	37,920	, å				

- * Total compensation includes salaries and benefits for coaches only.
- @ The same people coach both the men's and women's teams.
 - The salaries were divided as this sport is co-ed coached.
- + Coaching changes were made during the year. The total compensation represents the annual rate for the coaches on staff at the end of the year.

Gender Equity in Higher Education: 1994

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FACILITIES

Athletic Facilities

In spring 1994, the Husky Softball Stadium was built. A comparable soccer facility has been allocated \$2.5 million to be completed in the 1995-97 biennium.

The UW's facilities for men's and women's team sports appear to have equitable access and use. The men's locker room for sports other than football and basketball remain in older areas. The pool facility and locker rooms for both men and women are in poor condition and planning is underway to improve the facilities for both.

Restrooms

The 1990 Plan identified a discrepancy in the availability of restroom equipment for women compared to men; 57% of facilities were for men and 43% were for women. A Campus Task Force on Rest Rooms was established as a result of the 1990 findings and issued the "Campus Rest Room Report" in November 1993. The task force surveyed and identified existing buildings using four criteria: ratio of male/female fixtures, building type, building size and planned renovation. Balmer Hall (along with six other buildings) was cited as having a male/female ratio of over 5:1, due to its 25-year-old design and construction. The task force also reviewed facilities for compliance with the Americans With Disabilities Act (ADA) and recommended that future renovations include "50:50 occupancy ratio, where the number of women's fixtures must at least equal the number of fixtures provided for men."

The task force recommended revising the "Facility Design Information Manual" to include a requirement that women's fixtures shall equal the number of men's fixtures. The task force identified that the 1991 Uniform Plumbing Codes is still behind in recognizing gender equity and recommended that fixtures in future buildings exceed these code requirements. Immediate steps are needed to increase restroom facilities for women in Physics Hall and Condon Hall and to respond to ADA requirements. The report indicated that 1) funding was needed to modify restrooms in surveyed buildings; 2) further research was needed to determine whether "women use an average of twice as much time in a restroom than men;" and 3) reconvene the task force in 1995 to evaluate changes made to the Uniform Plumbing Codes and capital projects renovations.

Gender Equity in Higher Education: 1994 Page 65

SUMMARY

The Women in Engineering program for both graduate and undergraduate students is a model program incorporating recruitment and retention activities.

UW's use of tuition waivers has helped the women's teams substantially, although they continue to receive less total athletic assistance than men's teams. Scholarships are allocated to men's and women's programs proportionate to the number of athletes in each. However, because of the developmental nature of several of the women's sports, coaches have chosen not to award the full number of scholarships available to them immediately, since some will be needed for incoming freshmen in subsequent years. The differences between allocated and used scholarships can be expected to diminish as the programs mature.

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WASHINGTON STATE UNIVERSITY ABSTRACT ON EQUITY PROGRESS

Enrollment: Comparison of Two Evaluation Years

<u>w</u> 10	1988-89	1993-94
STUDENT POPULATION:	16,425	18,822
WOMEN UNDERGRADUATES	44.7%	48%
MEN UNDERGRADUATES	55.3%	52%
BRANCH CAMPUS POPULATION:		и ей е и
WOMEN UNDERGRADUATES		56.7%
MEN UNDERGRADUATES	17 48 17 H 485 H 4 H 4 H	43.3%
WOMEN GRAD. STUDENTS	37%	44%
MEN GRAD. STUDENTS	63%	56%

Athletics: Comparison of Two Evaluation Years

● <u> </u>	1988-89	1994-95
ATHLETICS:	er e	
WOMEN ATHLETES	30.5%	51%
MEN ATHLETES	69.5%	49%
COACHES	31 MEN; 7 WOMEN	26 MEN; 16 WOMEN
WOMEN'S TEAMS	5 MEN; 6 WOMEN	5 MEN; 14 WOMEN
JOINTLY COACHED	3 MEN; 1 WOMAN	2 WOMEN
MEN'S TEAMS	23 MEN	21 MEN
ATHLETIC FINANCIAL AID:		
WOMEN ATHLETES	23%	44%
MEN ATHLETES	77%	• 56%

Washington State University

INTRODUCTION

In 1990 and 1992, Washington State University outlined three areas where gender equity needed to be addressed:

- > Academic programs and services;
- > Student services: and
- > Intercollegiate athletics.

ACADEMIC PROGRAMS

WSU has seen an increase (7%) in women graduate students since 1990. However, the number and proportion of women graduate students continues to be less than for men graduate students. The admission and enrollment of women undergraduate students has also increased (4%) since 1990.

Improvements have been made in the underrepresentation of women in the following undergraduate majors: Agribusiness; Materials Science and Engineering; Pre-Architecture; General Physical Sciences; Political Science; and Economics. The underrepresentation of women persists in the following fields: Agriculture; Chemical, Civil and Electrical Engineering; Computer Science; Chemistry; Mathematics; and Physics.

The underrepresentation of men has improved in Foreign Languages and Recreation and Leisure Studies, but has continued in the following fields: Apparel Merchandising and Textiles; Child, Consumer and Family Studies; Home Economics; Interior Design; Nursing; Speech and Hearing; Sociology; and Veterinary Medicine.

WSU offers 54 graduate programs and women continue to be underrepresented in 33 programs. Thirteen graduate majors underenrolled males. WSU did not report on its Graduate School study, where issues of classroom climate for women were to be addressed.

Women continue to be underrepresented in the following graduate fields: Economics; Chemical; Civil; Environmental and Mechanical Engineering. Significant improvements were made in Business and Economics Accounting; Business Administration; Electrical Engineering; Botany; Chemistry; Genetics and Cell Biology. Underrepresentation of men persists in the Nutrition and Nursing graduate programs.

Table 43: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at WSU

MAJORS:	1988-89	1993-94
Agriculture, General	21%	10%
Agribusiness	13%	37%
Agricultural Economics	25%	36%
Crops	5%	19%
Forestry	30%	22%
Horticulture	31%	34%
Landscape Architecture	28%	34%
Natural Resources Science	37%	40%
Pre-Landscape Architecture	31%	43% · 43%
Soils	16%	30% = %
Engineering/Architecture	23%	25%
Chemical Engineering	22%	14%
Civil Engineering	20%	15%
Computer Science	18%	20%
Construction Management	8%	5%
Electrical Engineering	9%	6%
Mechanical Engineering	8%	8%
Materials Science Engineering	16%	* 35%
Pre-Architecture	15%	26%
Pre-Engineering	14%	21%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of women since 1988-89.

Table 44: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at WSU [Continued]

MAJORS:	1988-89	1993-94 .
Biochemistry		34%
Chemistry 1998 1998	24%	21%
Environmental Science	32%	27%
General Physical Sciences	17%	36%
Geology	18%	27%
Mathematics	- 33%	31%
Physics	8%	27%
Pre-Medicine	25%	. 28%
Criminal Justice	24%	20%
History	24%	24%
Philosophy	· a · · · · · · · · · · · · · · · · · ·	15%
Political Science	34%	37%
Social Studies	64%	37%
Economics	14%	24%
Exercise Studies	# # # # # # # # # # # # # # # # # # #	46%
Physical Education	•	33%
Sport Mgmt. Ed.	, 	15%
Pre-Pharmacy	₩ 8	46%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of women since 1988-89.

Table 45: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at WSU

MAJORS:	1988-89	1993-94
Animal Science		32%
Apparel Merc. & Textiles	3%	2%
Child, Consumer & Family Studies	10%	- 5 % - 5
Home Economics	11%	0
Human Nutrition & Foods	17%	18%
Interior Design	22%	17%
Pre-Interior Design	*** ***	7%
Nursing	12%	17%
Pre-Nursing		6% · ·
General Biology		36%
General Mathematics		38%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of men since 1990.

Table 46: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at WSU [Continued]

MAJORS:	1988-89	1993-94
General Humanities	<u> </u>	33%
Social Studies	e de la companya de l	33%
Psychology		32%
Speech & Hearing	7%	4%
Sociology	41%	35%
Pre-Veterinary Medicine	<u>.</u>	33%
Veterinary Medicine	41%	33%
Education	25%	26%
Recreation & Leisure Studies	24%	36%
Pharmacy	<u> </u>	41%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of men since 1988-89.

Table 47: Underrepresentation of **Women** Graduate Majors by Two Evaluation Years at WSU

MAJORS:	1988-89	1993-94
Animal Sciences	28%	39%
Agricultural Economics	29%	39%
Crops	21%	19%
Entomology	27%	28%
Horticulture	29%	33%
Plant Pathology	6%	29%
Business & Economics/Accounting	27%	71%
Business Administration	21%	34%
Economics	17%	16%
Physical Education	31%	38%
Chemical Engineering	19%	17%
Civil Engineering	22%	17%
Computer Science	14%	22%
Electrical Engineering	9%	17%
Engineering, General		25%
Engineering, Management		7%

Note: The majors in bold are newly identified from the 1994 report or have lost representation of women since 1988-89.

Table 48: Underrepresentation of **Women** Graduate Majors by Two Evaluation Years at WSU [Continued]

MAJORS:	1988-89	1993-94
Engineering Science	0	7%
Environmental Engineering	20%	17%
History	31%	28%
Mechanical Engineering	13%	8%
Materials Science	19%	17%
Biochemistry		44%
Botany	25%	43%
Chemistry	17%	34%
Environmental Science		41%
Geology	22%	24%
Materials Science	6%	6%
Mathematics .		33%
Physics	7%	16%
Political Science	28%	33%
Regional Planning		28%
Zoology	20%	26%

Note: The majors in bold are newly identified from the 1994 report or have lost the representation of women since 1988-89.

Table 49: Underrepresentation of **Men** Graduate Majors by Two Evaluation Years at WSU

MAJORS:	1988-89	1993-94	
Human Nutrition		0	
Nutrition	33%	0	
Business & Economics/Accounting	-	29%	
American Studies	41%	40%	
Communications		37%	
Education	40%	29%	
English	-	27%	
Fine Arts		38%	
Speech & Hearing Science	7%	8%	
Sociology		30%	
Nursing	13%	3%	
Veterinary Medicine/Neuro Science		40%	

Note: The majors in bold are newly identified from the 1994 report or have lost representation of men since 1988-89.

STUDENT SERVICES

Counseling Services

Counseling services offer personal, career and educational assessment and guidance for enrolled students. "All assessment measures have been normed and validated for women and men." Students evaluate the services offered and identify unmet needs or areas for change on an annual basis. The gender balance of counselors has been adjusted by adding women interns and graduate students.

Placement Services

Placement services "continues to operate in a gender neutral manner." The placement center has worked to select nontraditional sex role material for the student library and resource materials. The Career Services faculty teach an undergraduate course designed

to help students with the choice of a major and future career development. "Gender and racial concerns as possible barriers to achievement are discussed throughout the curriculum." Professional development in gender equity are part of the center's on-going activities.

Health Services

Physicians at the health clinic are 50% female and 50% male. The clinic's nurse practitioners, registered nurses, and medical assistants are all women. The clinic has devoted special attention to women's health care needs. The Women's Health Care Clinic is staffed by two advanced registered nurse practitioners who specialize in women's health care. The clinic saw over 1800 women in 1993. The health center houses the Sexual Information Referral Center which provides peer-to-peer counseling and education.

Child Care

The university's child care center serves 135 children of students and employees. Child care is available on a full-time or part-time basis. During 1993-94, 95 male parents and 96 female parents used child care services. However, 504 children from 331 families could not be served. In 1994, there was a waiting list of 37 male parents and 44 female parents.

Student Employment

The 1990 Plan identified that men were likely to take higher paying jobs. In 1994, jobs paying less than \$4.00 an hour have been eliminated and there is balanced gender representation in all pay ranges. Of the students in on-campus employment, 52% were women and 48% were men.

The following table compares the two evaluation years for student employment.

Table 50: Comparison of Wages by Gender by Evaluation Years WSU Student Employment

Woo oldden Employmon								
PAY RANGE	MEN 1988-89	MEN 1993-94	WOMEN 1988-89	WOMEN 1993-94				
\$3.35 - 3.99	472 (46%)	N/A	554 (54%)	N/A				
4.00 - 4.99	487 (52%)	182 (49%)	449 (48%)	189 (51%)				
5.00 - 5.99	333 (54%)	677 (46%)	283 (46%)	794 (54%)				
6.00 - 6.99	339 (53%)	243 (47%)	302 (47%)	275 (53%)				
7.00 - 7.99	121 (69%)	160 (56%)	54 (31%)	124 (44%)				
8.00 - 8.99	50 (65%)	205 (49%)	27 (35%)	213 (51%)				
9.00 - 9.99	13 (65%)	20 (50%)	7 (35%)	20 (50%)				
10.00 - 10.99	22 (61%)	47 (60%)	14 (39%)	31 (40%)				
11.00 - 11.99	8 (62%)	9 (56%)	5 (38%)	7 (44%)				
12.00 - 12.99	13 (68%)	7 (35%)	6 (32%)	13 (65%)				
13.00 - 13.99	N/A	5 (50%)		5 (50%)				
14.00 - 14.99	•	4 67%)	•	2 (33%)				
15.00 - 15.99	• □ н	1 (25%)	● #	3 (75%)				
OVER \$16.00	•	3 (43%)		4 (57%)				

Student Codes and Organizations

Student conduct codes and regulations governing university facilities do not differentiate by gender. Student organizations are required to include an affirmative action statement in their constitution, otherwise university policy rejects recognition of such organizations. All student organizations are evaluated and regulated by the Associate Director for Activities and Recreational Sports.

Housing

Sorority and fraternity housing has two main differences. Sorority houses have a live-in house director whereas fraternities do not. The quality of sorority housing is described as higher than fraternities. Specialized residential learning communities have been implemented such as Freshman Year Experience; Math, Science and Engineering; Leadership Housing and Wellness programs for women students.

The Math, Science and Engineering Hall is advised by the Women in Math, Science and Engineering committee. Faculty developed and implemented this cooperative learning experience to address the lack of support services and peer mentoring for women in these fields. The Student Computing Lab program is also striving to increase the use of computers by women. Computer labs have been placed in the Math, Science and Engineering Hall, which has resulted in an increased use of computers by women.

Sexual Harassment

The Center for Human Rights handles harassment and discrimination complaints from both students and faculty. The Center sponsors a cooperative program with the Division of Student Affairs to increase awareness about university policies and to provide training on diversity and sexual harassment issues. Student interns provide most of the training and education. A manual for managing and resolving complaints of sexual harassment is used by the campus community.

Multicultural Services

The Multicultural Services Office recruits, matriculates and advises students of color. WSU noted a gender imbalance in the Asian-Pacific and African-American student groups for 1994-95; women are underrepresented by 9%. However, sixty-two percent of the multicultural scholarships went to women. Multicultural services strives to maintain a gender balance when hiring staff and work-study students.

INTERCOLLEGIATE ATHLETICS

In 1988-89, women comprised 30.5% of all athletes at WSU and men comprised 69.5%. The 1994 Report reflects information from fall 1994, and shows women now comprise 51% of athletes and men comprise 49% of athletes. The actual number of women athletes increased by 123 from 1990 to 1994, while the number of men athletes decreased by 46.

WSU implemented the use of tuition waivers by women and increased financial assistance for women athletes by 68%. Financial aid for men athletes increased by 19%. Women's soccer was added in 1989 and women's crew was added in 1990. Men's tennis was dropped by 1994.

Table 51: Comparison of Two Academic Years by Participation and Allocation of Financial Aid
Washington State University

and the state of t								
SPORT	AT	MALE MALE FEMALE THLETES ATHLETES ATHLETES 1988-89 1994-95 1988-89		ATHLETES		ILETES	FEMALE ATHLETES 1994-95	
	#	\$ AID	#	\$ AID	#	\$ AID	#	\$ AID
Baseball	55	92,064	52	119,376			8 8 9 ₀ 23	a: 4提 ii
Basketball	16	117,446	11	130,164	14	103,586	16	187,005
Crew		•			25 g	:: y :::	92	160,536
Football	125	778,394	107	1,010,976		4.		
Golf	23	11,557	21	31,353	8	17,334	1,1	62,862
Soccer				8 11			20	115,176
Swimming				3	26	50,000	30	151,186
Tennis	20	11,230	1.0		12	16,848	21	86,122
Track /Cross Country	50	105,000	52	98,111	51	70,011	46	171,756
Volleyball		Table 1		en u Tieb	16	79,824	14	137,324
TOTAL	289	1,115,711	243	1,389,980	127	337,603	250	1,071,967

Note:

= Number of participants

\$ Aid = Total financial aid allocated to members of team

Gender Equity in Higher Education: 1994 Page 79

Direct and Indirect Costs

WSU reported direct costs for staffing, services, team travel, other travel, equipment, and other expenses for 1994-95. Other expenses included fringe benefits for staff in the athletic department. The ratio of athletic financial aid was 56% for men and 44% for women. Men athletes comprised 49% of WSU's athletes and received 64% of the direct funding, while women athletes comprised 51% of WSU's athletes and received 36% of the direct funding. Pooled costs totaling \$4,013,988 went to medical, physical development, academic, equipment room, and counseling services.

Table 52: Direct Costs of 1994-95 Women's Sports Washington State University

WOMEN'S TEAMS	<i>#</i>	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER
Basketball	16	178,672	: E	50,700	81,150	•	46,824
Crew	92	60,456	29,425	85,627	13,435	32,180	15,500
Golf*	11	27,620	10,219	24,000	2,500	::	8,010
Soccer	20	70,000	28,059	49,978	10,000		24,940
Swimming	30	60,760	8,500	34,000	6,000		17,500
Tennis	21	47,064	10,093	27,000	4,000	950	13,178
Track /Cross Country	46	90,097	33,046	58,075	13,000	,	27,000
Volleyball	14	132,125	40,800	61,279	27,000		34,249
TOTAL	250	694,415	170,361	414,659	159,585	33,130	195,211

^{*} WSU reported direct costs for this sport as a single figure for both men's and women's teams. All costs have been divided equally so that the total staffing costs more accurately reflect funds allocated to women's sports.

Gender Equity in Higher Education: 1994

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Table 53: Direct Costs of 1994-95 Men's Sports Washington State University

MEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	OTHER
Baseball	52	104,500	31,775	50,000	15,000	30,202
Basketball	11	250,944	95,200	102,000	77,000	51,738
Football	107	660,314	415,000	389,120	210,000	153,874
Golf*	21	27,620	10,219	24,000	2,500	8,010
Track /Cross Country	52	107,000	35,545	57,500	10,000	29,064
TOTAL	243	1,150,378	587,739	622,620	314,500	272,888

^{*} WSU reported direct costs for this sport as a single figure for both men's and women's teams. All costs have been divided equally so that the total staffing costs more accurately reflect funds allocated to men's sports.

Table 54: Comparison of 1994-95 Total Direct Costs and Financial Aid for Parallel Sports at Washington State University

SPORT	WOMEN'S TEAM	# 11 W 11 18	COST PER ATHLETE	MEN'S TEAM		COST PER ATHLETE
Basketball	584,351	16	36,522	707,046	11	64,277
Golf	160,857	11	14,623	160,857	21	7,659
Track & Field /Cross Country	392,974	46	8,543	337,220	52 .	6,485

Table 55: Comparison of Coaching between Parallel Sports
Washington State University

SPORT	# COACHES	TOTAL COMPENSATION*	# ATHLETIC FTE'S ALLOCATED
Basketball (Women)	4	147,520	4
Basketball (Men)	4	222,000	4
Golf (Coed)	2	71,261	1.8
Track & Field /Cross Country (Women)	3	117,097	3
Track & Field /Cross Country (Men)	3	136,064	3

^{*} Total compensation includes salaries and benefits for coaches only.

FACILITIES

Athletic Facilities

The 1990 Plan identified the need to continue planning and improving athletic facilities at WSU. Improvements have been made to the lower soccer field and the outdoor tennis courts. Bleachers with 1000 seats have been added for the lower soccer field. The drainage and irrigation systems have been improved as well as new fencing and landscaping added to the south side of the soccer field. Six lower courts have been rebuilt and a new fence added for outdoor tennis courts. The upper 12 courts will be redone in the next two years. Crew docks have been rebuilt for launching and coaching needs.

The planning and design phase for Bohler Gym has been completed. Construction is expected to start 1995. This renovation will enlarge the area for student support services and will add individual locker rooms for women's teams, training room and equipment storage space.

Other Facilities

Restroom facilities for women continues to be monitored. The overall number of facilities has increased for both sexes. The proportion assigned to women remains unchanged.

Gender Equity in Higher Education: 1994 Page 82

Table 56: Comparison of Restroom Facilities Assigned by Gender by Evaluation Years

TYPE OF FACILITY	MEN 1988-89	MEN 1993-94	WOMEN 1988-89	WOMEN 1993-94	SHARED
COMMODES/URINALS	945 (60%)	1030 (57%)	636 (40%)	705 (39%)	68 (4%)
SINKS	523 (52%)	578 (49%)	477 (48%)	531 (45%)	68 (6%)
SHOWERS	31 (20%)	31 (24%)	81 (80%)	81 (62%)	10 B 12 B

SUMMARY

The recruitment, retention and mentoring activities in the residential learning communities and the women in math, science and engineering activities are beneficial efforts.

WSU is the leader, statewide, in the use of tuition waivers and the actual participation rate of women in intercollegiate athletics.

WESTERN WASHINGTON UNIVERSITY ABSTRACT ON EQUITY PROGRESS

Enrollment: Comparison of Two Evaluation Years

	1988-89	1993-94
STUDENT POPULATION:	9,838	10,302
WOMEN UNDERGRADUATES	54%	55%
MEN UNDERGRADUATES	46%	45%
WOMEN GRAD. STUDENTS	53.5%	60%
MEN GRAD. STUDENTS	46.5%	40%

Athletics: Comparison of Two Evaluation Years

	1988-89	1993-94
ATHLETICS:		
WOMEN ATHLETES	32%	46%
MEN ATHLETES	68% · · · · · · · · · · · · · · · · · · ·	54%
COACHES	25 MEN; 3 WOMEN	25 MEN; 5 WOMEN
WOMEN'S TEAMS	4 MEN; 2 WOMEN	4 MEN; 5 WOMEN
JOINTLY COACHED	3 MEN; 1 WOMAN	7 MEN
MEN'S TEAMS	17 MEN	14 MEN
ATHLETIC FINANCIAL AID:		
WOMEN ATHLETES	24%	59%
MEN ATHLETES	76%	41%

Gender Equity in Higher Education: 1994 Page 84

Western Washington University

INTRODUCTION

In 1990 and 1992, Western Washington University outlined four areas where gender equity needed to be addressed:

- > Academic programs;
- > Student support services;
- > Sexual harassment; and
- > Intercollegiate athletics.

ACADEMIC PROGRAMS

Introduction

In 1990, WWU identified 23 out of 33 departments where women were underrepresented. The 1994 Report lists 33 disciplines where undergraduate women are underrepresented; men are underrepresented in 50 undergraduate majors in the six colleges. WWU reported on student enrollments in individual disciplines for the spring quarter of 1994. Academic programs have been compared from spring quarter 1991 enrollment figures to spring quarter 1994 enrollment figures.

Undergraduate

The underrepresentation of men and women follows traditional lines. Women are significantly underrepresented in the following fields: Economics; Electronics; Computer and Technology. Men are significantly underrepresented in the following: Anthropology; Art History; Biology; Foreign Languages; Psychology; Speech Pathology; Computer Science Accounting; and Elementary Education.

Graduate

At the graduate level, women are underrepresented in Chemistry; Computer Science; History; Mathematics; Business Administration; Science; and School Administration. Men are underrepresented in Anthropology; Environmental Science; Geography; Counseling Psychology; Speech Pathology & Audiology; Elementary Education; and Music.

Table 57: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at WWU

MAJORS:	Spring '91	Spring '94
Biology Ecology Emphasis	-	40%
Biochemistry	40%	32%
Chemistry	13%	33.3%
Computer Science	12.9%	25%
Computer Science /Mathematics	58%	10%
Environmental Policy & Assessment	48%	43.1%
Geography & Urban Regional Planning	23%	24%
Geology	28.5%	25%
Geology/Environmental		33%
History	30.5%	38.5%
Philosophy	24%	22%
PE /Pre-Physical Therapy	(a)	39%
Physics	9%	14%
Technology Pre-Major	0	17%
Industrial Technology	10%	8%
Technology Education	0	17%
Industrial Design	16%	24%
Manufacturing Engineering Technology	8%	7%
Electronics Engineering	9%	7%
Marketing	46%	40%
Finance	25%	38%

Note: WWU provided data for spring quarters of 1991 and 1994. The majors in bold are newly identified from the 1994 report or have lost representation of women since 1991.

Table 58: Underrepresentation of **Women** Undergraduate Majors by Two Evaluation Years at WWU (Continued)

MAJORS:	Spring '91	Spring '94
International Business	58%	32%
Economics	36%	30%
Political Science	44%	29%
Communication/Secondary Ed	100%	0
French/Elementary Ed		33%
Geography/Elem & Secondary Ed	33%	33%
Physics/Mathematics	0	14%
Political Science/Secondary Ed.	33%	0
Economics/Education		. 45 0 4
Theater/Education	0	33%
Music Composition	50%	0 4 4 7
Music Jazz Studies	0	0
Huxley College/Student Design	50%	38%
Pre-Architecture	18%	19%
Pre-Engineering	18%	9%
Pre-Dentistry Pre-Dentistry	25%	38%
Pre-Optometry	67%	0
Pre-Pharmacy	75%	33%

Note: WWU provided data for spring quarters of 1991 and 1994. The majors in bold are newly identified from the 1994 report or have lost representation of women since 1991.

Table 59: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at WWU

MAJORS:	S '91	S '94	MAJORS:	S '91	S '94
American Cultural Studies	-	25%	Psychology Pre-Major	31%	27%
Anthropology	26%	23%	Psychology	42%	26%
Archaeology	40%	24%	Industrial/Org. Psych.	36%	35%
Art History	9%	13%	Human Development Psych.		33%
Biology Pre-major	• • • • • • • • • • • • • • • • • • •	20%	Mental Health Services/ Psych.	-	25%
Biology Marine	-	0	Sociology	32%	45%
Watershed Studies	60%	20%	Speech Pathology & Audiology	10%	15%
Biology Botany Emphasis	•	33%	Accounting/Computer Science	10%	40%
Communication Pre-major	33%	37%	Human Resource Mgmt.	29%	36%
Communication	36%	39%	Anthropology Ed.	10%	20%
English	34%	69%	Art K-12	47%	31%
Environmental Studies	36%	29%	Music Elementary Ed.	0	0
Environmental Education	44%	27%	Environmental Studies Elementary Ed.	0	. 0
French	18%	29%	Biology/Secodary Ed.	0	0
German	33%	20%	Chemistry/Mathematics	67%	17%
Japanese		0	Communication/Elementary Ed.	0	12%
Spanish	29%	27%	English Elementary	13%	5%
Home Economics	5%	0			

Note: WWU provided data for spring quarters of 1991 and 1994. The majors in bold are newly identified from the 1994 report or have lost representation of men since 1991.

Table 60: Underrepresentation of **Men** Undergraduate Majors by Two Evaluation Years at WWU [Continued]

MAJORS:	S '91	S '94
English Elementary Ed.	13%	5%
English Secondary Ed.	39%	39%
English Communication Ed.	0	33%
English Theater Ed.	23%	14%
German Elementary Ed.	. 0 "	0
Spanish Elementary Ed.	33%	"O"
Humanities Elementary	" " " " " " " " " " " " " " " " " " "	0
Earth Science Elementary Ed.	. 0	0
Earth Science Secondary Ed.		25%
Earth Science/ General Science Ed.	66%	33%
History Elementary Ed.	50%	35%
History Social Studies Ed.		0
Mathematics Elementary Ed.	15%	8%
Physical Ed. Elementary		0
Health Ed. Elementary		13%

MAJORS:	S '91	S '94 '94
School Health Ed.	13%	22%
Psych./Human		33%
Sociology Ed.	0	0
Social Studies Elementary Ed.	22%	17%
Special Ed. Elementary	0	0
Early Childhood	0 ** .	0
Special Education K- 12	0	8%
Special Education Secondary	 ,	33%
Child Development Ed.	1.9%	1%
Upside-Down Program	10%	10%
Law & Diversity		31%
Music Performance	35%	39%
Huxley Marine Biology	50%	*** Q

Note: WWU provided data for spring quarters of 1991 and 1994. The majors in bold are newly identified from the 1994 report or have lost representation of men since 1991.

Table 61: Underrepresentation of **Women** Graduate Majors by Two Evaluation Years at WWU

MAJORS:	SPRING '91	SPRING '94
Chemistry	0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0	0
Computer Science	10%	25%
History	37%	43%
Mathematics	41%	29%
Business Administration	37%	55%
Science Education	83%	33%
School Administration -Secondary Ed.	· 0	25%
Instructional Technology	50%	33%

Table 62: Underrepresentation of **Men** Graduate Majors by Two Evaluation Years at WWU

MAJORS:	SPRING '91	SPRING '94	
Anthropology	38%	33%	
Environmental Science	55%	33%	
Geography	100%	33%	
Psychology Counseling Curriculum	18%	15%	
Speech Pathology and Audiology	5%	6% .	
Art Education	40%	0	
Elementary School Teaching	16%	22%	
School Administration Elementary	e: 0. e 2e e e		
Adult Education Administration	15%	20%	
Exceptional Children Ed.	42%	14%	
School Counselor Ed.	36%	18%	
Music	40%	22%	

Note: WWU provided data for spring quarters of 1991 and 1994. The majors in bold are newly identified from the 1994 report or have lost representation since 1991.

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Women Faculty

Hiring women faculty is a priority of the university. Women were hired for 42% of the tenured and tenure-track faculty openings since 1990. The percentage of women in all faculty positions (tenured, tenure-track and non-tenure track) increased from 29% in 1992 to 32% in 1993.

Table 63: Comparison of Women Faculty Hired at Western Washington University

TYPE OF HIRE	1991/92	1992/93	1993/94
Tenured/tenure track hires	18	16	12
Total women hires	7	7	511
% Women	39%	44%	42%
Non-tenure track (full time)	23	e	9 a #
Total women hires (full time)	3 %		3
% Women	13%	43%	33%
% Women of all faculty hires (full and part time)	35% -	40%	40%

Women faculty are hired "who have an interest in women's studies and women's perspectives." The hiring of women faculty in the English, History, Sociology, Political Science departments and the Fairhaven and Huxley colleges have increased the number of classes offered which include women's issues.

Faculty Development and Resources

A new faculty orientation is held every fall quarter. Orientation covers diversity, gender equality, sexual harassment, and the university's policies and procedures for handling complaints. In addition, each college holds orientations for its new faculty.

Gender Equity in Higher Education: 1994
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The Women Studies and American Cultural centers have library materials and resources available "to students and faculty that focus on feminist and ethnic related research." The two centers work together to develop and provide curricula.

In 1994, seven WWU faculty and administrators attended the Cultural Pluralism Institute sponsored through the Washington Center for Improving the Quality of Undergraduate Education and the University of Washington. The institute provided training to be "academic catalysts in multicultural and gender related content in the university's curricula."

The university's diversity fund has supported several conferences and teleconferences on affirmative action, sexual harassment, pluralism and sexual orientation. This fund sent 10 delegates to the 1992 Interagency Commission of State Employed Women Conference. In 1993, 25 women participated in a Leadership Skills for Women training. In the same year, 11 delegates attended the National Association for Women in Education conference and returned to campus to sponsor "Building Coalitions/Creating Change" where students, faculty and staff examined the campus climate for women.

STUDENT SUPPORT SERVICES

Child Care

Child care is provided on campus for students. The Associated Students Child Development Center is supported by student and activities fees. Children aged two to five are eligible for day care. A total of 43 children were served in fall 1994. This represents 50 parents being served; 39 women and 11 men. The Child Development Center had a waiting list of 30 children; 24 of whom were children of female students and 6 male.

No formal studies have been conducted to research the relationship of child care and student parent retention. The WWU Women's Commission studied child care needs of employees and found that an unmet need exists for this constituency.

Financial Aid

Distribution of financial aid is monitored through the Student Financial Resources office. Women continue to receive higher amounts of non-need-based aid than men; 60% to women and 40% to men. Women also continue to receive higher amounts of need-based aid than men. No information was provided on unmet need for financial aid.

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Table 64: Comparison of Financial Aid Awards by Gender by Evaluation Years

TYPE OF AWARD	MEN 1991-92	MEN 1993-94	WOMEN 1991-92	WOMEN 1993-94
NEED-BASED AID	1,431 (40%)	1,852 (42%)	2,124 (60%)	2,590 (58%)
TOTAL AWARDED	\$6,232,068	\$10,097,810	9,679,047	14,145,560
AVERAGE PER STUDENT	\$4,355	\$ 5,452	\$5,452 \$4,557	
PERCENT OF SERVED	40%	42%	60%	58%
NON-NEED-BASED AID	664 (36%)	827 (40%)	1,188 (64%)	1,254 (60%)
TOTAL AWARDED	\$961,755	\$2,170,318	\$1,572,324	\$3,482,975
AVERAGE PER STUDENT	\$1,448	\$2,624	\$1,324	\$2,778
PERCENT OF POPULATION	36%	40%	64% ·	60%

Sexual Harassment

Since 1989, an ombudsman has provided sexual harassment training and managed informal complaints. This position has been re-defined as the "Equal Opportunity Specialist" and will formally handle all discrimination complaints for the university.

The Center for Equal Opportunity has doubled its training in 1) sexual harassment and other forms of illegal discrimination; 2) recruiting and hiring practices; and 3) training in employer's legal responsibilities. The Center for Equal Opportunity works with the president's task force to develop and train managers and supervisors about equity and nondiscrimination.

The university has rewritten its complaint policy. The revised policy allows the university to initiate an investigation without a written complaint from a student or employee. This policy is awaiting approval. Another policy under review grants joint responsibility to the Center for Equal Opportunity and the Division of Student Affairs for monitoring policies, procedures and programs handling sexual harassment and discrimination issues.

A new sexual misconduct policy has been developed in accordance with the Higher Education Amendments of 1992. The policy reflects WWU's opposition to any form of sexual misconduct. In 1993, the Associated Students and Viking Union entered into an agreement with Whatcom County Crisis Services to provide an office on campus for the Sexual Assault and Rape Relief Program.

Four activities are increasing awareness of gender equity and cultural/ethnic diversity. The associated students' radio program has taken steps to increase air time for women disc jockeys. The Ethnic Student Center has instituted the African-American Women's Leadership series. The Women's Center co-sponsored a Take Back the Night rally and march. The Sexual Awareness Center sponsored the Women's Health Workshop series.

Career Services

The Career Services Center provides information on career employment opportunities for women in both traditional and non-traditional fields. The Career Services Center sponsors workshops and panel discussions to explore careers and to learn job search skills. The center has a computerized career guidance system (CHOICES) that helps students with employment exploration and decision making. Paraprofessional students staff the center and receive training on sexism and sexual harassment.

Counseling, Health and Wellness Services

Staffing in Counseling, Health and Wellness has increased the number of female staff to reflect higher utilization of women using services. Women's health care services have added programs focusing on women's health concerns. All publications are carefully reviewed and selected to avoid gender stereotyping.

INTERCOLLEGIATE ATHLETICS

WWU offers 17 varsity sports: nine for women and eight for men. Women athletes increased from 32% of all WWU athletes in 1990 to 46.2% in 1993. Men athletes decreased from 68% of all WWU athletes in 1990 to 53.8% in 1993. The actual number of male athletes increased by 27 and athletic financial aid to men increased by \$22,270. WWU significantly increased financial aid to women athletes by \$97,138 (or 59% of tuition waivers available in 1993). The number of women athletes more than doubled since 1990, from 99 to 207.

WWU achieved these changes by adding softball and golf for women, and substantially increasing women's participation in track/cross-country. Tennis was also added for both men and women.

Table 65: Comparison of Two Academic Years by Participation and Allocation of Financial Aid

Western Washington University

SPORT	MALE ATHLETES 1988-89		ATI	MALE ATHLETES 1993-94		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1993-94	
	# .	\$ AID	#	\$ AID	#	\$ AID	#	\$ AID	
Basketball	12	6,601	11	27,415	10	4,548	10	39,240	
Crew	32	· 0 ·	22	0	33	0	57	0	
Fastpitch Softball			i v	, ii		•	14	10,512	
Football	58	8,001	69	24,309		•			
Golf	9	0	15	7,692			5	0	
Soccer	19	0	17	3,549	17	0	17	17,739	
Tennis		·	10	3,942			11	3,942	
Track & Field /Cross Country	84	0	97	4,889	29	0	81	12,136	
Volleyball	i				10	0	12	18,117	
TOTAL	214	14,602	241	71,796	99	4,548	207	101,686	

Note:

= Number of participants

\$ Aid = Total financial aid allocated to members of team

Direct and Indirect Costs

WWU reported direct costs for staffing, services, team travel, other travel, equipment, promotions and other expenses. WWU did not provide information about "other expenses." Men athletes comprised 53.8% of all athletes and received 64% of the direct funding. Women athletes comprised 46.2% of all athletes and received 36% of direct funding. Pooled costs cover five main areas shared by all teams regardless of gender: Academic Tutoring, Awards, Medical Services, Marketing Promotion, and Publicity and Policies.

Table 66: Direct Costs of 1993-94 Women's Sports
Western Washington University

WOMEN'S TEAMS	# ***	STAFF	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIP- MENT	PROMOS	OTHER
Basketball	10	59,083	2,332	15,283	183	2,252	1,920	3,450
Crew	57	5,399		265			#	
Fastpitch Softball	14	3,256		2,611	#1. E	3,868	THE WAY	1,400
Golf	5	3,205	360	815		646	# **	132
Soccer	17	10,566	1,813	7,221				11 11 14
Tennis	11	3,017		730	2,136		. 4	lign #ts
Track & Field /Cross Country	81	20,416	3,231	7,191	# H H H	1,035	# # # # # # # # # # # # # # # # # # #	· · · · · · · · · · · · · · · · · · ·
Volleyball	12	11,376	1,820	8,889	8 Total	956		1,508
TOTAL	207	116,318	9,834	43,005	2,319	8,757	1,920	6,490

All publicity for athletics is handled through the Sports Information Office. This office sends press releases to local, regional and national news media for in-season sports. "Media guides are printed for the revenue-producing sports of football, and men's and women's basketball. Programs are printed for the above three sports and women's volleyball."

Table 67: Direct Costs of 1993-94 Men's Sports Western Washington University

and the state of t			Woolon W		April 10 - 10 Space of the Spac			
MEN'S TEAMS	# ::: " "	STAFF	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIP- MENT	PROMOS	OTHER
Basketball	11	53,043	5,386	17,673	2,966	3,051	1,920	3,940
Crew	22	5,399	5 2 7	265			·	
Football	69	99,136	46,589	19,894	1,890	7,717	2,052	3,200
Golf	15	3,104	520	2,242		969		605
Soccer	17	10,566	1,493	7,484				
Tennis	10	3,019	730	2,136	× ::			•
Track & Field /Cross Country	97	20,416	3,231	7,191		1,035		
TOTAL	241	194,683	57,949	56,885	4,856	12,772	3,972	7,745

Table 68: Comparison of 1993-94 Total Direct Costs and Financial Aid for Parallel Sports at Western Washington University

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SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Basketball	139,621	10	13,962.10	134,060	11	12,187
Crew	5,664	57	99.36	5,664	22	257.45
Golf	5,158	5	1,031.60	15,132	15	1,008.80
Soccer	37,339	17	2,196.41	23,092	17	1,358.35
Tennis	9,825	11	893.18	9,825	10	982.50
Track & Field /Cross Country	44,009	81	543.00	36,762	97	378.98

Table 69: Comparison of Coaching between Parallel Sports
Western Washington University

SPORT	# COACHES	TOTAL COMPENSATION*	# ATHLETIC FTE'S ALLOCATED	
Basketball (Women)	2	59,083	1.50	
Basketball (Men)	2	53,043	1.25	
Crew (Women)	2	5,399	0.35	
Crew (Men)	*********** 2	5,399	0.35	
Golf (Women)	,	3,205	0.05	
Golf (Men)		3,104	0.06	
Soccer (Women)	2@	5,283^	0.48	
Soccer (Men)	2@	5,283^	0.48	
Tennis (Women)	20	1,508^	···· 4·· 0.25	
Tennis (Men)	20	1,508^	0.25	
Track & Field/Cross Country (Women)	16. 3@ 1 16. 2 16. 16. 16. 16. 16. 16. 16. 16. 16. 16.	10,208^	0.63	
Track & Field/Cross Country (Men)	3@	10,208^	0.63	

- * Total compensation includes salaries and benefits for coaches only.
- @ The same people coach both the men's and women's teams.
- ^ The figure has been halved to reflect allocations for women's and men's teams.

Coaching

Two women coaches have been added since 1990. Fastpitch softball added one head coach and one assistant coach to women's teams. Women coaches total 3.29 FTE and men coaches total 3.02 FTEs.

Facilities

Athletic facilities are comparable for both men's and women's teams. Carver Gym, the coaches' change room and the locker rooms are described in fair condition.

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In the academic buildings, 59% of restrooms are for women and 41% are for men. Women have 49% of the sinks and men have 51% of sinks. The Armadillo House, the Armory, College Hall, Haggard Hall, High Street Hall, and Shannon Point Housing are rated as in fair to poor condition.

Processes to Identify Future Problems

WWU has four different processes to identify new or emerging challenges affecting gender equity. WWU believes that these processes; the collaboration between the Center for Equal Opportunity and the office of the Vice Provost for Diversity, the various student organizations, the affirmative action plan and the Women's Commission will be able to identify new and emerging issues.

SUMMARY

WWU's current students and graduates are significantly more likely to be female; why this may be so should be discussed in the next report. WWU should continue to report on the gains made through its strong efforts in the hiring of women faculty. Further monitoring of the financial aid distribution to men and women needs to be included in the next report. As noted above, strong mechanisms are in place for dealing with gender equity issues, and WWU has made outstanding gains in the addition of women athletes.

The State Board For Community And Technical Colleges

INTRODUCTION

As required by the 1989 legislation, the State Board for Community and Technical Colleges (SBCTC) reported on individual colleges progress on gender equity.

The Higher Education Coordinating Board identified four areas to be included in the SBCTC 1994 update:

- 1. Report descriptive data in targeted areas (academic programs, child care and facilities).
- 2. Assess progress in problem areas identified in the 1990 and 1992 self-studies and plans.
- 3. Report changes in areas *not* identified as problems in 1990 or 1992.
- 4. Identify the mechanisms currently in place to identify new or emerging problems affecting gender equity.

The State Board for Community and Technical Colleges developed a survey for the 27 community colleges to collect the information for the 1994 report. All of the colleges submitted results to the State Board by February 1995, based on data from the 1993-94 academic year. To determine the extent to which community colleges are meeting the intent of the 1989 legislation, this report compares and analyzes the information provided in the 1990 report with the 1994 survey results.

Community College System Demographics

During 1993-94, females comprised approximately 55% of the total student population. This is the same percentage of females who enrolled during the 1988-89 academic year. Even though total headcount has increased over the years, the percentage of enrolled females has remained constant. Table 70 depicts the enrollment pattern for the community college system from 1989-90 to 1993-94.

TABLE 70

	1989-90	1990-91	1991-92	1992-93	1993-94
Total Headcount	268,719	271,457	274,036	271,920	273,337
Female	149,494	152,627	151,371	150,259	151,258
Male	119,225	118,830	122,665	121,661	122,079
% Female	56%	56%	55%	55%	55%

Source: SBCTC Student MIS:SR1101. Unreported gender was prorated.

Women are more likely to enroll on a part-time basis than men. However, in 1993-94 full-time enrollment increased for both men and women compared to 1988-89. During 1993-94, 58% of students enrolled on a part-time basis were females (Table 71).

TABLE 71

•		
	1988-89	1993-94
PART-TIME TOTAL	167,693	152,181
Female	96,911	87,764
Male	70,782	64,417
% Female	58%	58%
H H H	1.	
FULL-TIME TOTAL	96,950	121,156
Female	50,027	63,641
Male	46,923	57,515
% Female	52%	53%
TOTAL FEMALES	146,938	151,405
% Enrolled Part-Time	66%	58%
% Enrolled Full-Time	34%	42%

Source: SBCTC Student MIS:SR1101

Table 72 depicts the community college student population by age and gender. The median age of females and males has remained relatively constant. However, female students are still older than their male counterparts. Community colleges enroll more females than males between the ages of 20-39 years, with an increasing number of females enrolling under 20 years of age. This shift toward younger female enrollment is partly due to the Running Start Program.

TARIF 72

	FA	L 1988	FALL 1993	
	Female	Male	Female	Male
Under 20	15,866	14,250	17,900	14,956
20-29	27,832	26,031	34,067	30,861
30-39	23,767	13,418	25,026	14,174
40-49	10,149	6,001	11,983	7,351
50-59	3,376	1,854	3,253	2,191
60+	6,586	2,294	4,068	1,550
%	lii -			
Median Age	29.9	25.7	28.4	25.1

Source: SBCTC Student MIS SR1102, Version 2.

Enrollment in Instructional Programs

Colleges offer courses in four areas: academic, vocational, developmental (math, english, reading, and study skills for those who are otherwise ready for college work) and basic skills (English as a Second Language, Adult Basic Education GED Preparation and High School Completion). For reporting and comparison purposes, enrollment data in program areas are categorized by Classification of Instructional Program (CIP codes).

In the 1990 Report, colleges indicated a need to increase female enrollment in non-traditional occupational programs. In 1988-89, female enrollment in occupational areas was:

a) Highest in Interior Design, Health Sciences, Home Economics, Legal Assistant and Business:

- b) Lowest in Mechanics and Repair, Construction and Trades, Transportation, Renewable Natural Resources, and Precision Production;
- c) Needed improvement in Engineering and Engineering Technology, Physical Sciences and Mathematics.

Over the five-year period, enrollment remained steady in those programs that traditionally attract females. The Vocational Home Economics area is the exception, with a 10% increase in female enrollment. This may be due to the reclassification of some vocational programs to this CIP code and to the increase in the number of females interested in studying early childhood education and family and home-related issues.

Overall, programs identified in the 1990 Report as having low female enrollment or needing improvement have improved. In those programs identified as attracting the lowest percentage of females, enrollment increased from 13% in 1988-89 to 16% in 1993-94. In those programs identified as needing improvement, enrollment of females increased from 22% in 1988-89 to 24% in 1993-94.

Community colleges indicated in the 1994 survey that while they wanted to encourage an overall increase in female enrollment in non-traditional fields, they would focus their efforts on increasing female enrollment in the non-traditional occupational programs that provide a living wage. Tables 73 (located on the following pages) exhibits the enrollment in program areas by CIP codes and the percent of change for females in each area. These tables also illustrate the comparison of change in female participation in these programs by evaluation years.

TABLE 73 ENROLLMENT IN PROGRAMS

	2001			
	Female	Male	% Female	Female
	718	823	47%	
Area & Ethnic Studies	-	-	20%	
Basic Skills	1,676	2,340	42%	1,50
Business & Management	13,698	6,010	70%	12,80
Career Exploration	185	47	%08	8
Communications/Technology	208	250	29%	4
Computer & Information	4,412	2,930	%09	4.55
Construction Trades	375	2,663	12%	88
Consumer Personnel	381	116	74%	3
Education	161	183	%15	8
Engineering/Related	863	4,202	18%	8
Foreign Language	4	23.1	64%	4
Health Professions/Related	9.421	3,713	72%	9.27
Interdisc./Ulberal Arts	21	8	74%	
Law & Legal Studies		\$	86%	4.
Letters/English Language	746	537	28%	8
Leisure & Recreation	406	134	75%	3.02

	1993-94		COMPARISON
Fomale	Male	%	% of Change in Female Participation
999	840	44%	%2-
0	-	91%	
1,538	1,559	20%	%
12,802	5,666	%89	80
336	273	25%	
8	280	35%	% 9
4.554	3,902	54%	%9
852	3,266	21%	8
848	724	54%	-20%
1,067	2885	362	. 28%
948	3,850	20%	2%
474	286	62%	-2%
9,277	3,494	73%	8
19	10	%99	%
1,451	222	87%	%0
633	541	54%	*
3,029	2,450	. 25%	-20%

TABLE 73
ENROLLMENT IN PROGRAMS (Continued)

	4	19	1988-89
	Female	Male	% Female
Life/Biological Sciences	162	61	73%
Library & Archive	88	16	82%
Marketing & Distribution	1,400	525	73%
Mathematics	318	427	43%
Mechanics & Repair	220	3,824	5%
Parks & Recreation	55	118	32%
Philosophy/Religion	49	3 8	929
Physical Sciences	116	165	41%
Protective Services	542	1,845	23%
Psychology	869	226	79%
Precision Production	1,138	5,003	19%
Renewable Natural Resources	. S3	247	18%
Science Technology	24	49	33%
Social Science/Services	521	368	27%
Transportation	106	532	17%
Visual/Performing Arts	438	318	28%
Voc Home Economics/Home Ec	2,705	1,112	71%
Multi Occupation (new)			

		1993-94	COMPARISON
Female	Male	% Female	% of Change in Female Participation
301	187	%Z9	
88	18	83%	-1%
504	182	73%	1%
298	406	42%	%0
197	3,284	6%	%0
172	192	47%	15%
36	58	38%	-27%
168	176	49%	88
106	2,678	25%	2%
293	155	65%	-14%
790	3,641	18%	.1%
8	265	25%	7%
8	8	52%	20%
069	503	58%	1%
235	634	27%	10%
805	535	%09	5%
3,941	951	81%	10%
303	512	37%	

Source: SBCTC MIS SR4102

Colleges have made significant efforts toward increasing the awareness of and enrollment of females in non-traditional programs. The 1994 gender equity survey of the 27 community colleges revealed the following:

- Ten colleges sponsored or participated in career fairs and/or workshops tailored to introducing women to non-traditional occupations;
- Twelve colleges hired 17 females either as Equity Specialist, Career Counselors or faculty members in non-traditional occupational programs;
- Ten colleges created or updated program publications, brochures or catalogues depicting women working in non-traditional occupational fields;
- Several colleges established mentor or role model programs to help increase the success of female students; and
- Twenty-three colleges provided gender awareness and/or sexual harassment training for faculty, students and staff.

The combination of these efforts have increased the sensitivity on college campuses to gender equity issues.

Child Care

Community colleges continue to recognize the need for child care for their students who are parents. During the 1993-95 biennium, the State Board for Community and Technical Colleges set aside \$933,500 for distribution among the 27 community colleges for child care. Twenty-three colleges offered on-campus child care for their students. One campus operated an off-campus facility and one campus offered evening child care. Sixteen colleges also provided some form of child care financial aid for their students. Of the four campuses not offering a facility, two provide some form of financial assistance for their students to help offset child care costs. All but one of the facilities offer a meal to the children. Table 75 provides information on child care for each college.

TABLE 74 CHILD CARE 1993-94

College	Facility	Meels:	Children Served	Walt List	Financial Aid*	Parents Used
Bollevue	On	bk/sk	150	55	×	140
Big Bend	No					
Centralia	On	bk/In/sk	150	30	, x	200
Clark	On .	bk/sk	380	30	χ	350
Columbia Basin	No					
Edmonds	On	sk	270	50		280
Everett	On	bk/in/ek	270	149	×	78
Grays Harbor	On	bk/in/sk	40	0	ļi.	30
Green River	No					
Highline	On	:: :ek:	200	100	e	188
Lower Columbia	On .	bk/in/sk	83	16	×	61
North Seattle	On	sk	65	50	•	60
Olympic	On	mik/juice	80	344	×	95
Penninsula	On	bik/In/ak	89	69 .	×	. 55
Pierce*	On	bk/sk	55	0	× ×	32
Seattle Central	On	bk/ln/sk	196	164	×	175
Shoreline	On	bk/in/sk	146	100	×	150
Skagit Valley	On	bk/in	80	0	×	80
South Puget Sound	On	bk/in/sk	300	0	, x	265
South Seattle	On/Off	bk/in/sk	107	25	×	99
Spokane	On	in/sk	150	75	×	75
Spokane Falls	On	bk/in/sk	130	85		90
Tacoma	On	bk/in/sk	110	65	×	103
Walla Walla	On	bk/in/sk	150	60	×	102
Wenatchee Valley	No					
Whatcom & and the transfer of the	On		72	35 .	# 4	· 65
Yakima Valley	· · On	bk/In/sk	73	144	:: 🗶	56
			3,308	1,008.		2,770

In = . Lunch

Even though the number of on-campus facilities and children served increased since the 1990 report, so has the demand for additional service. In 1993-94, 1,646 children were placed on a waiting list, which is a 147% increase from 1989-90. This is evidence that child care is still an important unmet need for students attending community colleges.

TABLE 75
COMMUNITY COLLEGE USE OF ON-CAMPUS CHILD CARE FACILITIES

		× 8000000000000000000000000000000000000	000000000 7.00 XXXXXXXXXXXXXXXXXXXXXXXXX
	1909-90	1985-58	76 STOTERSO
Number of Children Served	2231	3306	48%
Number of Children on Walt List	- 666	1646	147%
Number of Colleges with Facilities	21	23	-
			8

Sources: November 1990 Gender Equity Report and the 1994 gender equity survey.

Facilities

As a result of the 1990 gender equity survey and in conjunction with the Americans with Disabilities Act regulations, 19 community colleges reported either adding new or upgrading/remodeling restroom facilities. Seven colleges installed new lockers and/or showers, two colleges created unisex restrooms and one college reported adding infant changing tables in its facilities.

TABLE 76
Facilities

College	Lookery/Showers	Restruction	0000000000 [[[[]]]]
GAILING .	2		Upgredes/ Transaction
Sellevue *		X x	×
Big Bend	×	×	×
Centralia	191	X ::::	x
Clark	x	×	x .
Columbia Basin		×	×
Edmonde	3 × ×		· ·
Everett			X
Graye Harbor			
Green River		×	
Highline			, a X
Lower Columbia	33	×	×
North Seattle			, × .
Olympic	×		×
Peninsula*	·	×	
Pierce			
Seattle Central			,
Shoreline		×	×
Skagit Valley	×		×
South Puget Sound			X
South Seattle			×
Spokane		a 1	
Spokane Falls*	×	×	×
Tacoma		X ·.	×
Walla Walla		×	X
Wenatchee		X ;	×
Whatcom	*	X ·	X
Yaldma Valley	×		1

adding unisex facilities

* added changing tables

Problem Areas Identified in 1990 and 1992

In 1990 and 1992, colleges reported problems in attracting and hiring female athletic coaches and/or assistants. As a result, 20 colleges reported reviewing and/or developing hiring policies and procedures for college personnel. Several colleges also reported rewriting their affirmative action plans and creating new policies on gender equity. Since the 1990 report, 13 colleges have hired female coaches or assistants and eight colleges reported adding an additional Northwest Athletic Association of Community Colleges (NWAACC) sanctioned female sport to their athletic programs.

Increasing the participation of females in intercollegiate athletics was another area of concern for the system. The Washington Administrative Code (WAC 250-77-020) defined 39% as a participation rate goal for females in athletics. The community college system has an overall 41% participation rate for females. Thirteen colleges have attained the goal, with only eight colleges below the 39%. Table 77 shows the participation rate for each community college that has NWAACC-sanctioned sports.

TABLE 77 **NWAACC GENDER EQUITY STUDY 1993-94** (Current Sanctioned Sports of the NWAACC)

College	Total Malos	Total Females	GHIMEE	Sa Maio	% Female
Wenatchee	11	26 ·	37	30	70
Clark	46	44	90	51	49
Olympic	36	35	71	51	49
Spokane (District)	100	93	193	52	48
Green River	65	57	122	53	47
Yakima Valley	53	46	99	53	47
Grays Harbor	39	33	72	54	46
Shoreline	65	51	116	56	44
Skagit Valley	74	55	129	57	43
Centralia	34	25	59	58	42
Walla Walla	50	36	86	58	42
Everett	35	23	58	60	40
South Puget Sound	32	21	53	60	. 40
WAC STANDARD				61	39
Columbia Basin	48	29	77	62	38
Highline	64	39	103	62	38
Lower Columbia	68	40	108	62	38
Pierce	. 50	29	79	63	37
Bellevue	95	52	147	64	36
Big Bend	34	18	52	65	35
Tacoma	58	26	84	69	. 31
Edmonds	86	22	108	80	20
TOTALS	1142	796	1938	59	41

The following schools do not have NWAACC-sanctioned programs: North Seattle, Peninsula, Seattle Central, South Seattle and Whatcom.

Subsequent to the 1993-94 reporting period, eight colleges have added or have specific plans to add a female sport:

Columbia Basin	Added women's soccer in Fall 1994 (achieved 39% goal).
Highline	Added women's soccer in Fall 1994 (achieved 39% goal).
Lower Columbia	Dropped men's soccer in Fall 1994 (achieved 39% goal).

Pierce Plans to add women's soccer in 1995-96. Plans to add women's softball in 1995-96. Bellevue Has only two men's and two women's sports; Big Bend

actively recruiting women.

Plans to add women's soccer in 1995-96. Tacoma Plans to add women's soccer in 1995-96. Edmonds

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Special Initiatives

Colleges have been creative in designing and initiating programs and activities on their campuses to address gender equity issues (Table 78). Many programs are targeted to middle and high school females in an attempt to introduce them to non-traditional occupations. Several colleges also provide special programs designed for the older female returning to college. Increased outreach/recruitment efforts and collaboration with local businesses are the most common ways in which colleges increase female participation in college as well as providing apprenticeships in non-traditional occupational programs.

Many colleges have a Women's Program or Women's Center on their campus that provides a variety of services to their female students. Some of the services provided include personal counseling, job skills workshops, self esteem support groups, career exploration, sexual harassment classes, and a variety of workshops on gender-related issues.

TABLE 78
SPECIAL INITIATIVES TO ADVANCE GENDER EQUITY

College		Awareness'	Recruitment/	Special
		Training	Cutresch	Programa
Bellevue	X			X
Big Bend	e la	18 8 11 W 11 W	X	×
Centralia		X	X	**
Clark	S X * Become	iii X · _{iii}	n X	X
Columbia Basin	A THE STATE OF THE		X	
Edmonds	g Para di g X di sa di di	** ** X	8 8.8	X
Everett	X	· X		X
Grays Harbor		X	X	
Green River	X	· Ille	X	X .
Highline	×	* _{2.2} X	X	x
Lower Columbia	ç: X	X		х
North Seattle	X "	X	X	X
Olympic	X.	X - III	X	X
Peninsula		X	X	
Pierce	i X			
Seattle Central	X "	X	X	×
Shoreline	Y X . Harris	X	X	X
Skagit Valley	## _{##} # X # # # # # # # # # # # # # # # # # # #	X .		X
South Puget Sound .		X		×
South Seattle		X	X	
Spokane	X X	X		X
Spokane Falls		. X	X	×
Tacoma	* 8			x
Walia Walia	* X * 1	# P 8	:: X	×
Wenatchee	The Republic X	X	X	×
Whatcom	- 10 m. 10 m.	X	x	X
Yakima Valley	×	Χ .	X	×

¹ Awareness Training includes workshops, lectures, forums, classes and seminars on sexual harassment, sex equity, sexual discrimination and gender sensitivity.

² Special Programs include initiatives such as Expanding Your Horizons (career awareness for middle and high school females), Women in the Technologies, Women in Science and Engineering, PEP 2 (vocational pre-employment program), Displaced Homemaker Program, Access to Vocational Education, Finding the Right Career for You, Women in Transition, DISCOVERY, Looking to Your Future, Girls Reaching Out to the World, Women Into the Future, EUREKA Program, Women in CAD, Transitional Skills for Women and Roads Less Traveled.

Mechanism for Addressing New and Emerging Gender Equity Problems

The community colleges reported relying on a variety of mechanisms to keep abreast of new and emerging gender issues on their campuses. Some were:

- College personnel (especially the Personnel Director);
- Student organizations;
- Gender equity advisory committees (consisting of college personnel, students and community leaders; and
- Annual surveys of staff and students.

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Comparison of Participation Rates for Baccalaureate Institutions by Athletic Tuition Waivers by Evaluation Years

INSTITUTION	X	WOMEN ATHLETES		MEN ATHLETES	MEN ATHLETES	res		FINANCIAL AID WOMEN	AID	### ### #### #########################	FINANCIAL AID MEN	
	1988	1991	1994	1988	1991	1994	1988	1991	1994	1988	1991	1994
	120	146	153	297	302	283	2,398	93,134	94,527	18,257	26,433	40,527
	28%	33%	34.3%	71%	67%	65.7%	12%	78%	70%	%88	22%	30%
	8	72	114	167	125	180	50,212	184,310	293,361	366,803	453,914	622,913
	24%	37%	38.8%	%92	63%	61.2%	11%	29%	32%	368 (100 m)	**************************************	%89
	8	58	8 8	95	38	30	5,768	25,839	36)086	4,829	26,730	36)098
	49%	*9*	52%	27%	55%	48%	51%	49%	20%	49%	21.8	20%
MA	182	287	311	476	884	435	462,995	733,000	873,000	1,212,642	1,470,000	1,494,000
	33%	37%	42%	67%	63%	28%	28%	33%	37.8	822	%.49	*8
	127	208	250	289	263	243	337,603	728,053	1,071,967	1,115,711	1,262,025	1,389,980
	31%	44%	. 51%	%69	26%	49%	23%	37%	44%	32	%£9	26%
DAWA	8	174	207	214	250	241	4,548	92,452	101,686	14,602	98,367	71,796
	32%	41%	46%	88%	59%	53.8%	24%	48%	59%	76%	52%	41%

APPENDIX A Continued

Athletic Participation and Financial Aid at Public Baccalaureate Institutions: Statewide Comparison for 1988 and 1994 Reporting Years

	1988	1994	DIFFERENCE	% DIFFERENCE
WOMEN	929	1,068	+ 442	+20%
WEN = 3 11 2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1,531	1,422	601-	%2-
FINANCIAL AID - WOMEN	\$863,524	\$2,368,951	+\$1,505,427	+174%
FINANCIAL AID - MEN	\$2,732,844	\$3,655,312	+\$922,468	+34%

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This report was prepared pursuant to RCW 28B.110, Gender Equity in Higher Education, for the Higher Education Coordinating Board, the Governor, and the Higher Education Committees of the House of Representatives and the Senate by HECB staff member Dawn Hitchens, M.P.A. Comments or requests for additional copies may be addressed to Dawn Hitchens at the HECB, P.O. Box 34340, Olympia, Washington 98504.